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ABSTRACT

A study was conducted to identify a list of pedagogical competencies and evaluative criteria based on the performance requirements of the vocational specialists who coordinate the education of handicapped learners in Georgia's new secondary level Vocational Education Awareness Program (VEAP). Performance roles which served as a basis for competency categorization were developed from the job description for vocational specialists. These performance roles are (1) Establish local VEAP program, (2) incorporate administrative strategies for program, (3) formulate instructional design, (4) select and apply instructional strategies, (5) evaluate learner performance and progress, (6) perform guidance and counseling functions with learners, parents, and teachers, (7) participate in public relations activities, (8) establish cooperative training stations, (9) evaluate local programs, and (10) maintain and improve professional competencies. One hundred eighty-seven competencies were rated by vocational specialists. The top 25% were contained in Role 1, and the third largest were contained in Role 3. This report includes a review of the literature, description of the methodology, presentation and interpretation of the complete findings, and summary, conclusions, and recommendations. The instruments used in the study are included in appendixes. (TA)

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Final Report

Section B

Grant Number: 5405

The Vocational Act of 1963

EPDA Part F

# Competencies and Assessment Behavior For Vocational Specialists Coordinating The Education of Handicapped Learners in The Vocational Education Awareness Program

April, 1974 - December 31, 1975

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# IDENTIFICATION OF COMPETENCIES AND RELATED EVALUATIVE CRITERIA FOR VOCATIONAL EDUCATION TEACHERS SERVING HANDICAPPED LEARNERS

## CHAPTER I

## INTRODUCTION

### Background of the Study

The question of whether all learners have been provided the opportunity for a quality education has been posed in the past decade. As a result of this inquiry many protests against the inadequacies existing in this country's educational system have been voiced.

One aspect of this country's educational system which has received strong criticism is vocational education. For many years vocational education has been limited to a small number of learners, and in some educational systems has not been offered. This inadequacy has been overcome to a large extent because of a strong effort by the citizens of this country who encouraged the federal government to support vocational education programs. One may conclude that the positive results of vocational training have been recognized by the citizenry as an integral part of education for all individuals.

More recently concern has been voiced that career education is not being adequately provided for in this country's educational system. Like vocational education, it has also received strong support from federal dollars for development and implementation. However, due

to the educational philosophy of Americans, career education has suffered some serious setbacks and much work is yet to be done before it is satisfactorily implemented.

Another goal which has existed since the beginning of formal education is the provision of quality education for the handicapped learner, however, only limited success has been achieved. Special education has taken the leadership in providing an environment wherein the handicapped learner could develop educationally. Special education's focus on handicapped learners has emphasized the academic area of education, but has provided little if any training for necessary vocational skills and work adjustment. Only through a totally interdisciplinary educational curriculum can the learner become a self-sufficient productive member of society.

Vocational education has been charged with the responsibility of fulfilling the vocational needs of handicapped learners. Numerous new and innovative programs have been developed to serve the handicapped learners vocational needs. However, these programs are much like special education programs in that they address only one segment of the handicapped learners needs, and not the total learner.

Only limited attempts have been made to develop programs which are designed to educate the handicapped learner totally, (ie., academically and vocationally), whereby the learner can become a self-sufficient productive individual upon completion of training. One such program is Georgia's new Vocational Education Awareness Program (VEAP), initiated in 22 comprehensive high schools in the spring of '974. This new edu-

and academic skills (the total learner) and, thereby, become employable in a chosen occupation, and (2) that the handicapped learner, once employed, will ultimately achieve satisfactory vocational adjustment.

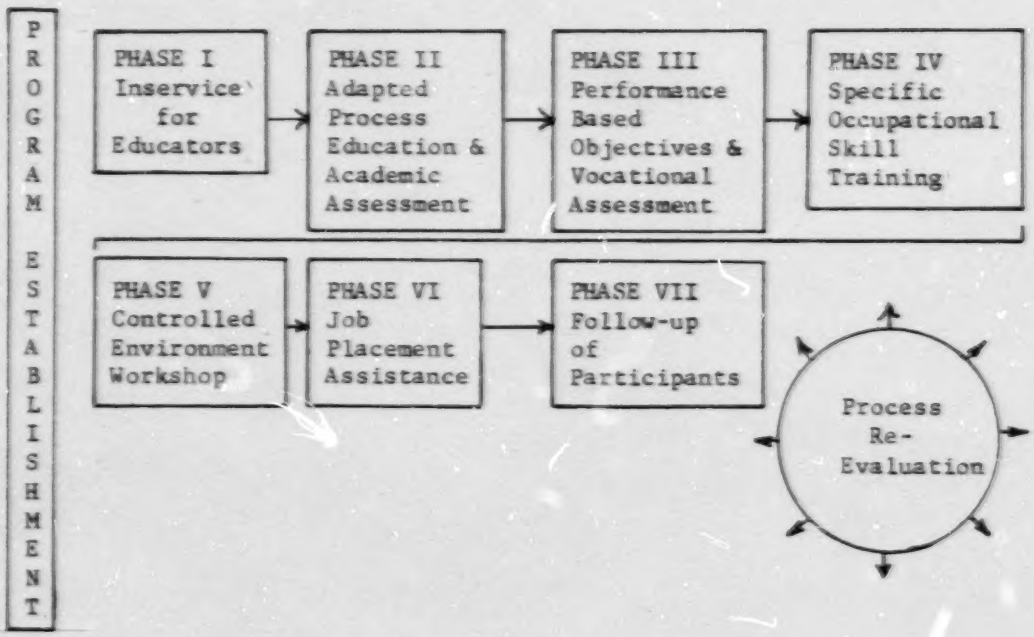
The two major problems which have faced this program from the beginning are as follows: (1) developing a set of procedures to follow in (or be performed in) the development, implementation, and evaluation of the Vocational Education Awareness Program; (2) the training of unique vocational educators (ie., Vocational Specialists) to conduct the program for secondary handicapped learners.

The first major problem, that of identifying and verifying a set of procedures, has been attacked from the very beginning of the program. Through a joint effort by the Vocational Specialists, Dr. Freeman Eads, the University of Georgia, and Don Hogan, State Department of Education, a systematic program design has been defined and will be implemented in a training workshop July 28 through August 15, 1975. The major elements for the program include the following: (1) each classified handicapped learner will be educationally assessed both vocationally and academically, and an educational prescription will be developed based on the assessment data and the educational options in the school and community; (2) once the educational prescription is written, the handicapped learners will be mainstreamed in regular academic classes to develop the necessary academic skills to enter into a vocational cluster, as detailed in the prescriptions; (3) once the necessary academic skills are developed, along with identified behaviors and attitude modifications, the handicapped learner will be placed in a specified vocational cluster until the learner has developed to the highest functioning level possible; (4) upon development of the skills in the vocational cluster, the

learner will be placed in a cooperative training station; and (5) a three year follow-up will be conducted on each handicapped learner.

The following structural schematic developed by Doug Gill, Vocational Specialist, will provide the reader with a pictorial view of the systematic program design.

STRUCTURAL SCHEMATIC


PROGRAM ESTABLISHMENT
PHASE I Inservice for Educators
PHASE II Adapted Process Education & Academic Assessment
PHASE III Performance Based Objectives & Vocational Assessment
PHASE IV Specific Occupational Skill Training
PHASE V Controlled Environment Workshop
PHASE VI Job Placement Assistance
PHASE VII Follow-up of Participants
Process Re-Evaluation

The second major problem facing VEAP is the development of a training program for the new Vocational Specialists. This problem, although extremely important, could not be solved until the VEAP program's elements were defined and a job description was developed for the Vocational Specialist. With the completion of these objectives it was possible to begin the development of a training program for the new Vocational Specialists.

The first phase of developing a training program for the Vocational Specialist was the identification and the verification of the pedagogical competencies and evaluative criteria required for assessing the degree to which the competencies have been developed.

The Division of Vocational Education, College of Education, University of Georgia adopted the competency-based teacher education theory and process and is currently striving to develop all new training programs, and modify all existing training programs to the competency based educational theory and process.

## Purpose of The Research Study

The research study was designed to identify and verify an initial list of pedagogical competencies to be demonstrated by each Vocational Specialist and to specify criteria to be used in assessing the identified competencies. (Section B. Developmental Program, State Project No. 5405.)

The competencies to be identified were classified as those specifically performed by the Vocational Specialists in fulfilling the duties of their positions. General competencies performed by all vocational teachers not appropriate to the specialist duties were excluded. The related criteria for assessment of the competencies were to be stated in behavioral terms. Obtaining descriptions of the learners, Vocational Specialists, and descriptive information concerning the Vocational Education Awareness Program was another purpose of the study.

## Objectives of the Research Study

The research study was designed to fulfill the following objectives: (1) to describe the population of learners, Vocational Specialists and the Vocational Education Awareness Program: (2) to identify an initial listing of pedagogical competencies to be demonstrated by each Vocational Specialist; (3) to verify this initial list of competencies using the Vocational Specialists as the panel of experts: and (4) to develop the related criteria for assessment of each competency identified.

The objectives of the research study were fulfilled by generating answers to the following specific research questions:

1. What are the descriptive characteristics of the learners being served by the Vocational Education Awareness Program?
2. What are the descriptive characteristics of the Vocational Specialists?
3. What are the descriptive characteristics of the Vocational Education Awareness Program?
4. What are the performance roles under which the competencies should be clustered?
5. What are the pedagogical competencies to be included in an initial list describing the performance objectives of the Vocational Specialist?
6. What degree of importance will the Vocational Specialists place on each of the competencies?
7. How frequently do the Vocational Specialists perform the competencies as they are submitted under their respective roles?
8. What method is more appropriate for evaluating the Vocational Specialists performance of the competencies?

9. What is the most appropriate time period for evaluating the Vocational Specialists for each competency?

## Definition of Terms

The following terms were defined for this research study. Other terms used in this study were considered to be self-explanatory.

Vocational Education Awareness Program (VEAP) - an interdisciplinary approach to a secondary level exploratory, prevocational, vocational, and related services program for handicapped learners designed to assist the learner in becoming a self-sufficient, productive member of society.

Vocational Specialist (Specialist) - the coordinator of existing school and community resources for the development and implementation of the prevocational, exploratory, and vocational program designed to assist the handicapped learner in becoming a self-sufficient individual.

Handicapped Learners - learners who because of their handicapping condition are unable to succeed in vocational programs designed for learners without such handicaps: the handicapping conditions are categorized as 1) communication disorders, 2) mental deviation, 3) sensory handicaps, 4) neurologic, orthopedic, and other health impairments, and 5) behavior disorders.

Competencies (Performance Objectives) - knowledges, skills, and affective behaviors to be demonstrated by the Vocational Specialists which are derived from explicit conceptions of the teacher roles, stated in measurable terms and made public in advance: sets of knowledges, skills and affective behaviors of the Specialists believed to be essential in

facilitating the achievement of the handicapped learners.

Role - a major function or duty of the Vocational Specialist under which general and more specific competencies are identified and classified.

Evaluation Criteria - behaviors listed under each competency using the Taxonomy of Educational Objectives (Bloom, 1956; Krathwahl, 1964) serve as the evaluative criteria; performance of these behaviors will indicate the attainment of the competency.

Competency Verification - the importance assigned to each competency by the Vocational Specialists using a five point scale.

## Assumptions

The assumptions made in this research study were: (1) that the list of 399 Vocational Education Teacher Competencies developed by the Division of Vocational Education, College of Education, University of Georgia, was a sufficient base from which to begin initial identification of teaching competencies required of the Vocational Specialists; (2) that the job description of the Vocational Specialist, as developed jointly by the University of Georgia and the State Department of Education was adequate for determining performance roles of the Vocational Specialists; and (3) that the 22 Vocational Specialists would be the most knowledgeable group to respond to the questions asked about each identified competency.

## Limitations

The limitations of the research study were: (1) that the participants included the 22 Vocational Specialists in the State of Georgia; (Vocational Administrators were not included due to their lack of know-

ledge about the new position.) (2) that the findings from this research study were used only to describe, compare, and explain, and in no way were they used to make personal value judgements as to the effectiveness of a particular Vocational Specialist; and (3) that no immediate attempt was made to develop curriculum, preservice or inservice, from the findings of this research study, but that such an attempt will be made in the future.

## Organization of the Presentation

The remainder of the research study is subdivided and presented in four chapters. Chapter II, Review of the Literature, consists of related literature that supports the need for a study of this nature and that focuses directly on competency-based teacher education programs which are intended to meet the needs of handicapped learners.

Chapter III, Methodology of the Study, includes all procedural information related to the study. This chapter includes the following types of information; an introduction, design, procedural methods, instrumentation and data collection, analysis of data and a time schedule of events.

Chapter IV, Presentation and Interpretation of the Findings, includes the total analysis of the data and states the results and findings of the study. The results and findings of the study are stated both qualitatively and quantitively, and are presented in the form of tables and written explanations.

The last chapter of this study is Chapter V, Summary, Conclusions, and Recommendations. This chapter is a culmination of the preceding chapters, and provides an overall summary of the study.

The study concludes with the Bibliography and Appendix section. The Appendix section will include a copy of both instruments used in the study.

## CHAPTER II

## REVIEW OF LITERATURE

### Introduction

A review of the literature concerning competency based teacher education as it relates to the role of vocational education in meeting the needs of the handicapped learner was undertaken. This review had four broad objectives: (1) to support competency based teacher education in vocational education; (2) to support the use of the Taxonomy of Educational Objectives Cognitive Domain (Bloom, 1956) and the Taxonomy of Educational Objectives Affective Domain (Krathwahl, 1964) for the development of learning objectives; (3) to support the development of training programs for the purpose of preparing secondary level Vocational Specialists to work with handicapped learners; and (4) to support the method used for identifying and verifying the competencies for the Vocational Specialists.

In an attempt to substantiate the significance of this study, the following indexes, abstracts, and reviews of research were examined: Dissertation Abstracts International, ERIC, Encyclopedia of Educational Research, and Educational Index. No attempt has been made to be all inclusive in this literature review; however, current trends in vocational education are identified.

## Competency Based Education

Vocational education must provide teacher education programs which are in touch with and responsive to the demands of the "real world". Teachers must possess those skills and abilities needed to develop and provide educational programs which are relevant to our changing society and which prepare students to cope with these changes (Houston and Howsam, 1972). As the skills and abilities necessary to enter occupational areas become more and more specialized, the demand for responsive and relevant vocational teacher education increases. Vocational education programs must help teachers develop the skills and abilities necessary to meet these responsibilities. Competency based teacher education provides the means to do this (Houston and Howsam, 1972: Johnson and Shearron, 1971).

There are numerous characteristics of competency based teacher education programs which distinguish them from the traditional teacher education programs. Some of these characteristics are: (1) learner achievement more closely resembles needed job skills: (2) evaluation is criterion-referenced - (i.e., the learner's achievement is compared to the completion of stated objectives and specified criteria): (3) entrance requirements (Johnson, 1972). These characteristics are common to most competency based education programs but have special significance for the Vocational Education Awareness Program. The Vocational Education Awareness Program by nature of its focusing on a variety of learners with varied abilities and handicapping conditions requires a totally flexible educational approach. This approach must be capable of providing the Vocational Specialist with relevant and meaningful learning experiences which directly relate to the needs of the handicapped learner. This is accomplished by tailoring learning experiences around required job skills and by providing relevant field experiences for the Vocational Specialists.

## Taxonomy of Educational Objectives

The structure provided by the Taxonomy of Educational Objectives as developed by Bloom and Krathwahl is educationally and logically consistent (Payne, 1974). The Taxonomy represents an educational system because the categories correspond to teacher concerns in developing curricula and selecting learning experiences. The Taxonomy is logical because the categories are defined and can be subdivided.

Although the Taxonomy reduces the disagreement about the descriptors used to indicate competencies and behaviors, this is not the primary function. The function of the Taxonomy is the systematic ordering of behavioral observations (McDonald, 1972). The arrangement of categories or levels in the Taxonomy reflects the relative placement of the categories or levels with respect to each other in only one way. Figure A, (page 13), shows this ordering of the categories for the Cognitive Domain.

The Taxonomy offers a wide variety of possible objectives. This variety of objectives allows for flexibility with regard to course structure which is invaluable in higher education (Gronlund, 1970). Instruction in higher education should focus on a large domain of cognitive behaviors, which is possible when employing the Taxonomy. A further advantage is that the stated objectives of instruction and the program objectives are readily available for comparison (Payne, 1974).

Figure A

Taxonomy for the Cognitive Domain

| | | | | | |
|---|---|---|---|---|---|
| | | | | | EVALUATION |
| | | | | SYNTHESIS | Synthesis |
| | | | ANALYSIS | Analysis | Analysis |
| | | APPLICATION | Application | Application | Application |
| | COMPREHENSIVE | Comprehensive | Comprehensive | Comprehensive | Comprehensive |
| KNOWLEDGE | Knowledge | Knowledge | Knowledge | Knowledge | Knowledge |

Vocational Specialist To Work With Handicapped Learners

Special programs at the secondary school level designed to meet the needs of handicapped learners who are presently unable to successfully achieve in regular school programs have been almost non-existent (Kruppa, 1973). Kruppa (1973) presents the following two reasons as an explanation for this situation:

1. Most teachers in special education have been trained to work at the primary level.
2. Most teachers presently working with handicapped learners at the secondary level have either been trained to work at the primary level or have been subject matter specialists who have taken limited course work in the special education area.

The adequacy of this procedure for training special personnel to work with handicapped learners at the secondary level is questionable. The teachers' lack of training at the secondary level may be a reason why learners are not demonstrating academic gains as a function of special class placement (Sparks and Yonnie, 1969).

In the past vocational education teachers and special education teachers have demonstrated little or no cooperation in their efforts to provide adequate educational services to meet the needs of the handicapped learner. Neither had the skills required to meet the needs of the learners which would permit them to achieve to the maximum of their potential. Special education personnel did not have the vocational skills and vocational education personnel did not have the training to understand the learners' limitations and capabilities (Kruppa, 1973).

Vocational education has more to offer persons with special needs than any other area of study, but vocational educators need special preparation to meet the needs of these learners (Arnold, 1968). Other authorities in vocational education have also expressed a need for training to meet the needs of handicapped learners (Tisdall, 1964; Brennan, 1968; Freels, 1967). With proper training vocational education teachers would have the means to help these handicapped learners become self-sufficient individuals.

## Methods for Identifying and Verifying Competencies

The methods used for identifying and verifying the competencies and performance objectives are similar to the methods used by others in attempting to develop competency based curricula for teacher education programs (Catrell, Bennett, Cameron, Chase, Molnar, Nelson, 1971; Johnson, Shearron, Stauffer, 1968; Scott, 1975). Initially a review of the three studies listed above was conducted in an effort to determine the core competencies required by all vocational education teachers. From this list, the components which were relevant to the Vocational Education Awareness Program were delineated and adapted.

Catrell et. al. (1971) suggests the following general procedural method for competency identification:

1. The identification of performance objectives (competencies) by introspection and interview techniques of occupational analysis.

2. The competencies identified through occupational analysis should be verified by teachers in the field and teacher educators.

3. From these performance objectives core competencies are identified for the development of a teaching curriculum.

4. A task force of professional teachers and teacher educators make an appraisal of the importance of the competencies.

The method used for this research study included all four procedural steps as recommended by Catrell and others.

## SUMMARY

The review of literature was undertaken to assess the value of competency based teacher education as it relates to the role vocational education plays in meeting the needs of handicapped learners. Competency based teacher education appears to be the most appropriate method of fulfilling the existing deficit of qualified vocational education teachers who can meet the needs of handicapped learners. This approach is especially valuable for vocational education because of the flexibility which is inherent in competency based teacher education programs.

The competency based approach can be applied to the training of Vocational Specialists who will focus on meeting the needs of handicapped learners. Vocational education can assist these special needs learners at the secondary level in becoming self-sufficient, working members of society. Authorities in the field of vocational education have expressed a desire for vocational education teachers to have special preparation to facilitate

the development of their expertise in assisting handicapped learners at the secondary level.

It appeared to the author that the Taxonomy of Educational Objectives by Bloom and Krathwahl provided the most logical and systematic method to identify competencies and indicating behaviors for the development of a competency based program.

In addition, the literature review indicated that the procedural method used in this study was appropriate for the identification and verification of these competencies and indicating behaviors.

# CHAPTER III

# METHODOLOGY OF THE STUDY

## Introduction

The major goal of this study was to identify a list of pedagogical competencies and evaluative criteria based on the performance requirements of the Vocational Specialists who coordinate the education of handicapped learners in secondary public schools. In attempting to accomplish this goal, the study focused on identifying and verifying a set of competencies and descriptive behaviors depicting what a Vocational Specialist's job description is as a basis for a future preservice training program. This section contains a description of the methods used to identify and verify a set of competencies with their evaluative criteria.

In developing a training program for the Vocational Specialist, it appeared that obtaining information concerning their educational experience as well as obtaining information about the learners they work with would be very helpful. It was thought that this descriptive data would provide information concerning such questions as, "What is the most frequent handicapping condition presented by the learner?", and "What is the most frequent area of teacher training represented by the Vocational Specialists?"

## Design of the Study

A descriptive survey design was used in this research project. The design represented an effective means of assessing the perceptions of the Vocational Specialists participating in VEAP. The descriptive survey design, classified by Van Dalen (1966), is considered to be an efficient method to answer the type of questions posed in this study.

## Subjects

The 22 Vocational Specialists who participated in this research study consisted of 10 males and 12 females, with a modal age of 25 to 29 years and with the two oldest people being in the 45 to 49 years category. Sixteen of these people were white and six were black. Fourteen participants held bachelor degrees, six held master's degrees and two had obtained educational specialist degrees; all were certified teachers in the State of Georgia.

The 386 handicapped high school (i.e., 9th-12th grade) learners who were subjects in this study consisted of 269 males and 116 females. There were 213 caucasians, 169 blacks and one American Indian in the group. The most frequent (i.e., mode) handicapping condition was the educable mentally retarded child (i.e., 141). Most of the learners came from the 10th and the 11th grade level (i.e., 123 males and 114 females).

At this time (May 1975) additional students have been added to case loads making a new total of approximately 550 learners. In addition one of the original 22 Vocational Specialists resigned from the program. This change means that descriptive information concerning

the learner, Vocational Specialist and Vocational Education Awareness Program was based on the original 22 participants and the information concerning competency verification was based on the remaining 21 individuals.

## Instrument Construction

A list of competencies from the "Enabling Competencies Study" compiled and validated for vocational education teachers by the Division of Vocational Education, University of Georgia was employed as a source for the present study. The following 11 roles from the "Enabling Competencies Study" were used as a basis for identification of the VEAP set of competencies:

1. Plans and develops program(s).
2. Participates in the organization and management of program(s).
3. Plans and develops instruction.
4. Selects and applies instructional strategies.
5. Assesses student performance.
6. Provides guidance and placement services.
7. Maintains and improves professional competencies.
8. Participates in public relations activities.
9. Coordinates in-school instruction with on-the-job and community experiences.
10. Assists in the development and operation of student vocational experiences.
11. Assists in evaluating program.

Within this framework of roles were listed 399 general vocational education competencies identified specifically for vocational education teachers.

The following 13 functions listed under the job description for the Vocational Specialist served as a basis from which the 10 roles in this study were identified and developed:

1. Plan and prescribe, in cooperation with the student, parents and appropriate school staff, exploratory, prevocational, vocational, guidance, and other related programs and services and activities for "handicapped" students.

2. Provide group or individualized instruction to handicapped students in areas relating to personal development, job development, career exploration, and other areas affecting students planning, preparation and entry into work settings or occupations.

3. Provide resource assistance to school exploratory, prevocational, and vocational instructors and other appropriate school personnel in fulfilling the planned programs and activities for handicapped students.

4. Identify and develop on the-job training sites or other work training experiences for handicapped students including the placement, supervision, and evaluation of students.

5. Identify and secure the necessary ancillary services facilitating the vocational development of handicapped students from school, community, city or state resources.

6. Monitor the progress of handicapped students participating in exploratory, prevocational, and vocational programs and initiate appropriate adjustments in learning activities as needed.

7. Provide leadership in the selection, acquisition, and utilization of materials and other resources needed to meet the special vocational development needs of the handicapped.

8. Plan and implement, in cooperation with instructors, guidance personnel, and other appropriate school staff, in-service activities designed to facilitate vocational development activities and services benefiting handicapped students.

9. Provide leadership for curriculum evaluation in exploratory, prevocational, or vocational programs and related areas to meet the special needs of individual handicapped students.

10. Organize, schedule, and conduct appropriate school-community advisory committee activities dealing with the vocational development and placement of handicapped students.

11. Provide school liason activities designed to secure parent, community and business support of planned programs and services.

12. Participate in the cooperative planning and implementation of school programs and services of special education, vocational education and vocational rehabilitation.

13. Direct the expenditures of vocational funds specifically allotted in support of the program for handicapped students.

The questionnaire entitled, "Vocational Educational Awareness Program Developmental Study, Set I," was organized into the areas of School, Learner, Specialist and Community Data Questionnaire. As indicated by the title, data covering the Vocational Specialist's

background and experiences, his or her community, and the learners in their program was collected in November, 1974. A copy of this instrument is presented in Appendix A.

The questionnaire entitled, "Vocational Education Awareness Program Developmental Study, Set II, Competencies and Behaviors of the Vocational Specialist," was used to verify the competencies developed for their positions. The instrument was organized around the following 10 roles which were developed from the job description for the Vocational Specialist:

1. Establishes the local VEAP program.
2. Incorporates administrative strategies for program.
3. Formulate instructional design.
4. Selects and applies instructional strategies.
5. Evaluates learner performance and progress.
6. Perform guidance and counseling functions with learners, pare ts, and teachers.
7. Participates in public relations activities.
8. Establishes cooperative training stations.
9. Evaluates local program.
10. Maintains and improves professional competencies.

The 187 items on the questionnaire were the competencies identified for each role with behaviors included only as an explanatory aid. The participants made four responses to each item in the following areas of inquiry. A five point Likerit scale titled, Degree of Importance, was used to measure the Vocational Specialist's perception of the importance of each competency. The Frequency of Performance area was employed to determine how frequently the competencies were performed. The Method of Evaluation was used to obtain the Specialist's perception of the best method of evaluating the Specialist's performance of each competency. Finally, Time of Evaluation, was included to determine the most appropriate time (eg., during pre-service training, internship, etc.) to evaluate the Specialist's performance of each competency. A copy of this instrument is presented in Appendix B.

## Procedures

Efforts to describe the population of Vocational Specialists and the learners they were teaching began with the administration of the "Vocational Educational Awareness Program Developmental Study, Set I, Questionnaire," which was mailed to the 22 participants. This instrument included items such as educational level, experience, etc. of the learner and the Vocational Specialist. This instrument was completed by the Specialist in November, 1974, with one hundred percent return: because of this excellent return no follow-up was necessary.

Identification of competencies began with the senior researcher, two graduate assistants and a selected group of Vocational Specialists reviewing the 13 functions listed in the job description of the Vocational Specialist for handicapped learners. This review culminated in rewriting and reorganizing these functions into 10 roles representing the Specialist duties and responsibilities which served as a structure within which competencies and behaviors (serving also as evaluative criteria) were identified.

Identification of competencies continued with a perusal of an existing set of 399 general vocational education competencies developed specifically for vocational education teachers by the Division of Vocational Education, University of Georgia, presented in a Final Report, Grant Number: 5326, The Vocational Act of 1963, EPDA Part F, entitled, "A Consortium to Determine and Provide Performance-Based Vocational Competencies for a Baccalaureate Degree Trade and Industrial Education Program". (This Consortium was funded by the Georgia State Department of Education and the U.S. Department of Health, Education, and Welfare.) A committee consisting of the senior researcher, two graduate assistants,

and selected Vocational Specialists identified those competencies of the original (399) vocational teacher set that were appropriate for the VEAP Program and made additions, deletions, and/or modifications as necessary. Using this list as a base, competencies were included or excluded depending on their relevance to the knowledges and skills required for the Vocational Specialists. Certain of these items were obviously quite appropriate because they focused on teaching, counseling, and/or administrative skills. Others were obviously inappropriate because they were not relevant to the duties expected of these individuals (i.e., setting up a shop, improving trade skills, etc.). Competencies unique to the Vocational Specialist were identified and included in this list. When this list was compiled, it was submitted to a selected group of Vocational Specialists for approval and/or suggested modifications and additions. Interviews with individual Vocational Specialists and State Department personnel provided information for additional refinement of the list.

All Vocational Specialists were informed that an attempt was being made to develop a competency based training program at the University of Georgia and that some of them would be asked to aid in this effrt.

A stratified sample of 10 Vocational Specialists was then assembled to assist in the further identification of the competencies.

These individuals participated in several meetings with the senior researcher and two graduate assistants in an effort to identify and determine the appropriateness of the competencies. In addition they worked individually and in pairs to make further revisions and then forwarded these to the researchers at the University for further scrutiny.

In writing and revising competencies the basic form of Bloom's Taxonomy of Educational Objectives Cognitive Domain (1956) and Krathwahl's Taxonomy of Educational Objectives Affective Domain (1964) were used. More specifically, the highest level behavior formed the competency, while lower level objectives served as the behaviors (when performed would indicate that the competency has been attained).

Krathwahl (1964) describes the taxonomy of educational objectives in the following manner:

> "The classification scheme is hierrarchical in nature, that is, each category is assumed to involve behavior which is more complex and abstract than the previous category. Thus the categories are arranged from simple to more complex behavior, and from concrete to more abstract behaviors." (p. 272)

The researchers wrote the identified competencies in a similar manner. That is, the competency was the most complex or abstract behavior. The lower level behaviors (i.e., more simple and/or concrete behaviors) were then identified and listed at an appropriate level according to the hierarchy of the taxonomy.

The researchers took the view that a competency was a comprehensive statement to be used to identify appropriate subject matter areas or skills whereas behaviors are viewed as specific statements that more explicitly describe what can be done to satisfy the competency. The behaviors then serve as criteria by which the competency may be evaluated. In essence the list of behaviors serve as the evaluative criteria in this research venture.

The latest revision of the competencies was then compiled into a 187 item questionnaire and administered to all 21 of the Vocational Specialists for verification. This instrument entitled, "Vocational Education Awareness Program Developmental Study, Set II, Competencies

and Behaviors of the Vocational Specialist," was presented to the participants at a meeting in Macon, Georgia. A return rate of one hundred percent was obtained and because of this no follow up was necessary. At this juncture one Specialist had dropped out of the original 22 member group.

## Analysis of the Data

The data for the study were analyzed with the use of non-parametric statistics. The main statistical tools consisted of frequency distributions, percentages, measures of central tendency, and rank order procedures.

The analysis of the data is organized into the following sections: (1) Descriptive information concerning handicapped learners, Vocational Specialists and the overall program, (2) Rank order of the importance of the competencies based on the mean ratings given by the Vocational Specialists, (3) Measures of central tendency was used to present information concerned with frequency of competency performance, the best method of evaluation for thecompetencies, and the best time for evaluating competency performance.

## Time Schedule

The activities involved in this research study are put into perspective by viewing the following sequential time schedule: August, 1974 to October, 1974 - project staff developed a set of roles and an initial list of competencies which were arranged in logical order within this framework; November, 1974 - questionnaire concerning learner, Vocational Specialists and program data was collected: December 3, 1974 - first meeting with selected Vocational Specialists to examine this initial list of roles and competencies to elicit their suggestions for additions,

deletions and/or modifications, at this time the selected Vocational Specialists were organized into small groups - dyads and triads - to continue work on assigned roles and competencies: January and February, 1975 - additional meetings were held with selected Vocational Specialists to further refine the listings of roles and competencies: March, 1975 - project staff reviewed the identified roles and competencies making any required additions, deletions, and/or modifications in an attempt to make them acceptable for presentation in questionnaire form to the entire group for verification: April 21 and 22, 1975 - questionnaire form to the entire group for verification at a special workshop meeting: May and June, 1975 - data analysis completed: and November and December, 1975 - final reports written.

## CHAPTER IV

## PRESENTATION AND INTERPRETATION OF RESULTS

### Introduction

The purpose of this research project was to identify and verify pedagogical competencies specific to the duties required of a Vocational Specialist who works with secondary level handicapped learners. In addition, this research project collected demographic data describing the population of learners, the Vocational Specialist and the Vocational Awareness Program. This was undertaken to give direction to competency identification and to obtain support for those competencies that were identified.

However, to simplify the presentation and interpretation of the findings of this study, this chapter is divided into two sections. The first section presents demographic information in an attempt to answer the following specific research questions:

1. What are the descriptive characteristics of the learners being served by the Vocational Education Awareness Program?
2. What are the descriptive characteristics of the Vocational Specialist?
3. What are the characteristics of the Vocational Education Awareness Program?

The second section, competency identification and evaluation, presents the data in an attempt to answer the remaining research questions. These

research questions were:

4. What are the performance roles under which the competencies should be clustered?
5. What are the pedagogical competencies to be included in an initial list describing the performance objectives of the Vocational Specialist?
6. What degree of importance will the Vocational Specialist place on each of the competencies?
7. How frequently do the Vocational Specialists perform the competencies as they are subsumed under their respective roles?
8. What method is most appropriate for evaluating the Vocational Specialists' performance of the competencies?
9. What is the most appropriate time period for evaluating the Vocational Specialists' performance of each competency?

## Section I: Demographic Data

### Learner Information

The purpose of this section was to gather demographic information concerning the population of learners. The data presented in this section answers the question: What are the descriptive characteristics of the learners being served by the Vocational Education Awareness Program?

The learner population of the Vocational Education Awareness Program consisted of 116 females and 269 males; the majority of which were within the 16 to 17 year old range (i.e., 59.6%) leaving 22.5% at 15 years or below. The largest number of learners were in the tenth and eleventh grades (i.e., 123 and 114 respectively, for a total of 61.4%); the remaining learners were divided almost equally between the ninth and tenth grades

(i.e., 70 and 76, respectively; three learners were unclassified).

The group's mean intelligence quotient was 76 with a standard deviation of 14.6. The minimum score obtained was 43 with the highest being 128. This large amount of variability can be attributed to group members, but it must be added that these scores came from a number of different intelligence tests and that this information was not available for approximately 17 percent of the learners, which also adds to the variability of these scores.

Even though there was variability within the scores, the data was consistent in that the most frequent handicapping condition was mental retardation and the modal intelligence quotient was 70. The reader should see Table 1, Handicapping Classifications, on page 30 of this report for the distribution of learners within each category.

Grade equivalence levels, recorded in months, were obtained in reading, math, and a composite measure. This information is limited in scope for two reasons: (1) a large number of missing observations: and (2) the uncertainty concerning the time and method of measurement of these areas. Measures of central tendency for reading include a mean of 59.4 months, a standard deviation of 33.8 months, with a minimum grade equivalence of 6 months and a maximum of 186 months (with 94 missing observations). The composite grade equivalence levels showed a mean of 56.6 months, a standard deviation of 22.9 months with a minimum level of 12 months and a maximum level of 128 months (144 missing observations). These data are consistent with the IQ data indicating much variability among the learners.

The percentage of homebound learners was 10.6 (41 of 386). In addition to this, 64.6 percent (248) used the public school bus system.

TABLE I

HANDICAPPING CLASSIFICATION*

| HANDICAPPING CONDITION | FREQUENCY | PERCENT OF TOTAL LEARNERS |
|---|---|---|
| Mentally retarded | 12 | 3.1 |
| Educable retarded | 141 | 36.5 |
| Learning disabled | 73 | 18.9 |
| Seriously emotionally disturbed | 49 | 12.7 |
| Orthopedically handicapped | 19 | 4.9 |
| Visually handicapped: | | |
| Partially sighted | 10 | 2.6 |
| Blind | 1 | .3 |
| Hearing Impaired: | | |
| Hard of hearing | 8 | 2.1 |
| Deaf | 2 | .5 |
| Speech impaired | 14 | 3.6 |
| Other health Impaired | 14 | 3.6 |
| Multi-handicapped | 41 | 10.6 |
| TOTAL | 384 | |

* Two of the 386 learners were not classified

Approximately 17 percent of the learners use automobiles or motorcycles as a means of transportation. As expected, this data indicates that a majority of the learner population depends on a means of transportation other than their own.

Vocational Specialist Information

The following information is presented as an answer to the following research question: What are the descriptive characteristics of the Vocational Specialists?

Of the original 22 Vocational Specialists there were 10 males and 12 females, 16 of whom were white and 6 of whom were black. No other race was reported. Thirty-two percent were in the 25 to 29 year age bracket, 36 percent in the 30 to 39 year age bracket, 18 percent were in the 20 to 24 year age bracket with the remainder in the 40 to 49 year age bracket. Fifteen of the Vocational Specialists were married, six were single, and one was divorced.

The 22 Specialists all held bachelor's degrees and were certified to teach in the State of Georgia. Six obtained master's degrees and two had obtained educational specialist degrees. The majority obtained these degrees at large state colleges or universities (64 percent). The most frequent area of specialization in the highest degree obtained was in the area of special education but there appeared to be various other areas of specialization which are depicted in Table 2, Subject Area of Highest Degree, on page 32 of this report.

A majority of the Vocational Specialists have taught vocational education courses four years or less. In addition, 59 percent have had a minimum of two years teaching experience with handicapped and/or disadvantaged youth.

TABLE 2

SUBJECT AREA OF HIGHEST DEGREE

| SUBJECT AREA | Number of Specialists | Percent of Specialists |
|---|---|---|
| Physical Education | 1 | 4.5 |
| Home Economics Education | 1 | 4.5 |
| Counselor Education | 3 | 13.6 |
| Special Education | 5 | 22 7 |
| English | 1 | 4.5 |
| Science | 1 | 4.5 |
| Other | 10 | 45.4 |

Total number of years of teaching experience ranged from 32 percent having 10 to 29 years experience. In addition, 63 percent of the Vocational Specialists had no administrative experience.

Vocational Education Awareness Program Information

The following data describing certain unique aspects of the Vocational Education Awareness Program. This data was presented to answer the following research question: What are the characteristics of the Vocational Education Awareness Program?

The success of this program depends to a large extent on the support received from various disciplines since this is an interdisciplinary approach which requires the active cooperation of the community, industry, students and their parents, school administrators and faculty.

From the data in Table 3, Expressed Program Support, on page 34 of this report, the majority of Vocational Specialists indicate that the various disciplines support the Vocational Education Awareness Program.

Eighty-two percent of the Vocational Specialists indicated their program was based in a single comprehensive high school while the remaining 18 percent were based in a system-wide program (i.e., more than one school).

To allow for greater flexibility in program implementation and operation, the Vocational Specialists were placed on an extended work week of 50 hours. Table 4, Vocational Specialists' Weekly Calendar of Activity, on page 35 of this report, contains the average number of hours devoted to the various program activities. This information indicates that teaching was the most frequent activity engaged in by the Vocational Specialist.

TABLE 3

EXPRESSED PROGRAM SUPPORT **

| | Special Education* | Administration | Community | Industry | Faculty | Students | Parents |
|---|---|---|---|---|---|---|---|
| 1 | 9 | 10 | 4 | 4 | 5 | 7 | 7 |
| 2 | 6 | 10 | 12 | 10 | 13 | 11 | 13 |
| 3 | 5 | 2 | 6 | 7 | 3 | 3 | 2 |
| 4 | | | | 1 | 1 | 1 | |
| 5 | 1 | | | | | | |
| Mean Rating | 1.9 | 1.6 | 2.1 | 2.2 | 2.0 | 1.9 | 1.8 |

* one missing observation

** Likert scale goes from 1 (extremely supportive) to 5 (rejection)

TABLE 4

VOCATIONAL SPECIALISTS' WEEKLY CALENDAR OF ACTIVITIES

| ACTIVITY | AVERAGE NUMBER OF HOURS | STANDARD DEVIATION |
|---|---|---|
| Teaching | 13.0 | 5.9 |
| Counseling | 5.3 | 2.7 |
| Job Placement | 4.5 | 9.1 |
| Interdiscplinary | 2.1 | 1.3 |
| Home Visitation | 1.7 | 1.4 |
| Instructional Preparation | 4.1 | 1.5 |
| Learner Evaluation | 2.9 | 1.8 |
| Monitering and Tutoring | 3.0 | 1.7 |
| Program Development | 5.1 | 10.4 |
| Public Relations (in school) | 1.5 | 1.0 |
| Public Relations (our of school) | 1.9 | 2.4 |
| Coordination, Job and School | 3.5 | 2.3 |
| Record Keeping | 2.4 | 1.3 |
| Transporting Learners | 1.2 | 2.2 |
| Extra Duties | 1.9 | 2.0 |

## Section II: Competency Identification and Verification

### Performance Roles, Identified Competencies and Indicating Behaviors

This section is presented to answer the following two research questions: (1) What are the performance roles under which the competencies should be clustered? and (2) What are the pedagogical competencies to be included in an initial list describing the performance objectives of the Vocational Specialists?

The Performance Roles which served as a basis for competency categorization were developed from the job description for Vocational Specialists as presented by the Georgia State Department of Education and the Division of Vocational Education, University of Georgia. These roles were an outgrowth of the job description of the Vocational Specialists and served as a logical framework within which the competencies were identified. Table 5 on page 37 of this report presents a list of these Performance Roles.

The identified list of initial competencies specific to Vocational Specialists and their indicating behaviors are presented in Appendix B. In this list the competencies are clustered by roles and all raw responses were included.

### Competency Verification

The 187 competencies from the "Vocational Awareness Program Developmental Study II, Competencies and Behaviors of the Vocational Specialist Questionnaire" were rated by the Vocational Specialists. This was undertaken to answer the question: What degree of importance will the Vocational Specialist place on each competency listed? The mean ratings were ranked from low to high (the lower the mean the better the rank) and are

TABLE 5

PERFORMANCE ROLES

| Role Number | Title of Role |
|---|---|
| Role 1 | Establishes Local VEAP Program |
| Role 2 | Incorporates Administrative Strategies for Program |
| Role 3 | Formulates Instructional Design |
| Role 4 | Selects and Applies Instructional Strategies |
| Role 5 | Evaluates Learner Performance and Progress |
| Role 6 | Performs Guidance and Counseling Functions with Learners, Parents, and Teachers |
| Role 7 | Participates in Public Relations Activities |
| Role 8 | Establishes Cooperative Training Stations |
| Role 9 | Evaluates Local Program |
| Role 10 | Maintains and Improves Professional Competencies |

presented in Table 6 beginning on page 39 of this report.

The data analysis revealed mean values on the importance category on the 187 competencies ranging from 1.000 to 2.571. The importance level code ranged from "extremely important" with an assigned value of 1, to "unimportant" with an assigned value of 5. These results indicate that 163 items were assigned a value of 1 (extremely important) or 2 (highly important). The large number of high values being assigned may have occurred because of a lack of sensitivity in the scale that was employed (i.e., of the five choices on the scale, four dealt with different levels of importance while only one dealt with unimportance) and the homogeneous nature of the rating group (i.e., all the raters were Vocational Specialists; no vocational administrators, supervisors, or teachers of any type were considered).

The top 25 percent of the ranks contained 46 competencies. Of these, 23 competencies were contained in Role 10 entitled "Maintains and Improves Professional Competencies." These items were concerned with teaching interpersonal behavior and social values such as valuing learners as individuals, respecting the learners' ideas and beliefs, being aware of personal biases and inadequacies, valuing initiative, resourcefulness and dependability, and etc.

The second largest number of competencies found in the top 25 percent were contained in Role 1, entitled "Establishes Local Vocational Education Awareness Program." These eight items were concerned with such activities as selecting and organizing handicapped learners to be served, designing referral methods, and selecting learners.

The third largest number of competencies found in the top 25 percent

TABLE 6

Competencies Ranked in Order of Importance

from Lowest to Highest Rates Mean

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 17 | Select learners to be served by program | 1.000 | 1 | 1 |
| 154 | Value learners as individuals | 1.048 | 2.5 | 10 |
| 158 | Value Rapport and empathy for learners | 1.48 | 2.5 | 10 |
| 14 | Categorize learner to be served by program | 1.095 | 5.0 | 1 |
| 53 | Diagnose individual learner's handicapping condition(s) | 1.095 | 5.0 | 3 |
| 173 | Value initiative and resourcefulness | 1.095 | 5.0 | 10 |
| 5 | Formulate program budget | 1.143 | 12.0 | 1 |
| 12 | Select interfisciplinary team members | 1.143 | 12.0 | 1 |
| 52 | Prepare a program of study | 1.143 | 12.0 | 3 |
| 80 | Develop an open, non-threatening environment | 1.143 | 12.0 | 4 |
| 81 | Develop successful learning experiences for each learner | 1.143 | 12.0 | 4 |
| 155 | Be devoted to honest and fair teaching practices | 1.143 | 12.0 | 10 |
| 156 | Respect learners' ideas and belief | 1.143 | 12.0 | 10 |
| 161 | Value dependability in self and others | 1.143 | 12.0 | 10 |
| 164 | Value responsible behavior in self and others | 1.143 | 12.0 | 10 |
| 172 | Value loyalty in relationships with others | 1.143 | 12.0 | 10 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Mode |
|---|---|---|---|---|
| 176 | Value completion of tasks | 1.143 | 12.0 | 10 |
| 6 | Compile job description of Vocational Specialist | 1.190 | 22.0 | 1 |
| 51 | Develop instructional objective | 1.190 | 22.0 | 3 |
| 54 | Determine individual learner's educational needs | 1.190 | 22.0 | 3 |
| 163 | Value patience, sympathy, and understanding | 1.190 | 22.0 | 10 |
| 166 | Prefer a positive attitude in relationship with learners | 1.190 | 22.0 | 10 |
| 170 | Value emotional stability in self and others | 1.190 | 22.0 | 10 |
| 171 | Value a productive working relationship with others | 1.190 | 22.0 | 10 |
| 175 | Value seriousness of purpose | 1.190 | 22.0 | 10 |
| 180 | Value the ability to manage interpersonal relationships confidentially | 1.190 | 22.0 | 10 |
| 11 | Organize an interdisciplinary team | 1.238 | 32.5 | 1 |
| 15 | Design learner referral methods | 1.238 | 32.5 | 1 |
| 18 | Relate local program to administration and faculty | 1.238 | 32.5 | 1 |
| 63 | Formulate individual personalized instructional prescription | 1.238 | 32.5 | 3 |
| 66 | Utilize remedial instruction | 1.238 | 32.5 | 4 |
| 107 | Relate effective pre-employment skills to learners | 1.238 | 32.5 | 6 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Pole |
|---|---|---|---|---|
| 108 | Relate information on educational and employment opportunities and requirements to learners | 1.238 | 32.5 | 6 |
| 157 | Examine personal mistakes and inadequacies | 1.238 | 32.5 | 10 |
| 165 | Value sincerity in self and others | 1.238 | 32.5 | 10 |
| 167 | Examine personal prejudice | 1.238 | 32.5 | 10 |
| 177 | Value the ability to influence others in a positive manner | 1.238 | 32.5 | 10 |
| 179 | Prefer optimistic viewpoint | 1.238 | 32.5 | 10 |
| 59 | Develop procedure for meeting the needs of individual learners by instructional prescription | 1.286 | 41.5 | 3 |
| 93 | Apply individualized method of imparting instruction | 1.286 | 41.5 | 4 |
| 101 | Evaluate students' work habits and personal traits | 1.286 | 41.5 | 5 |
| 160 | Value the importance of being prompt | 1.286 | 41.5 | 10 |
| 162 | Value self confidence and poise | 1.286 | 41.5 | 10 |
| 174 | Value qualities of leadership in self and others | 1.286 | 41.5 | 10 |
| 50 | Develop instructional goals | 1.300 | 45.5 | 3 |
| 124 | Select co-op training station for individual handicapped learner | 1.300 | 45.5 | 8 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 3 | Formulate elements of the program | 1.333 | 51.5 | 1 |
| 4 | Construct specific goals for program | 1.333 | 51.5 | 1 |
| 13 | Design orientation process for interdisciplinary team members | 1.333 | 51.5 | 1 |
| 16 | Formulate learner selection criteria | 1.333 | 51.5 | 1 |
| 26 | Maintain learners' program records | 1.333 | 51.5 | 2 |
| 58 | Utilize qualified persons or agencies to diagnos atypical learners | 1.333 | 51.5 | 3 |
| 68 | Apply personalized instruction | 1.333 | 51.5 | 4 |
| 96 | Plan procedure for evaluating learner performance | 1.333 | 51.5 | 5 |
| 98 | Selects evaluative methods and instruments based on individual learner performance objectives | 1.333 | 51.5 | 5 |
| 102 | Analyze evaluative data for each individual handicapped | 1.333 | 51.5 | 5 |
| 1 | Apply State Guidelines to local program | 1.381 | 62.5 | 1 |
| 2 | Analyze assets and limitations imposed by local program | 1.381 | 62.5 | 1 |
| 25 | Compile individual learner's personal folder | 1.381 | 62.5 | 2 |
| 39 | Modify instructional materials and equipment for individual learner's needs | 1.381 | 62.5 | 2 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 57 | Determine learners readiness for instruction | 1.381 | 62.5 | 3 |
| 103 | Organize evaluative data for each individual handicapped learner | 1.381 | 62.5 | 5 |
| 130 | Compile tasks for selected occupation | 1.381 | 62.5 | 8 |
| 131 | Organize training plan for a selected handicapped | 1.381 | 62.5 | 8 |
| 133 | Familiarize the learner with the co-op training program | 1.381 | 62.5 | 8 |
| 147 | Determine program modifications based on evaluative information | 1.381 | 62.5 | 9 |
| 159 | Value the importance of displaying courtesy and tact | 1.381 | 62.5 | 10 |
| 183 | Be loyal to school policies and legal regulations | 1.381 | 62.5 | 10 |
| 62 | Determine academic functioning level for entry into selected instructional options | 1.400 | 69.0 | 3 |
| 20 | Select resource persons in system to assist with program | 1.429 | 76.0 | 1 |
| 22 | Develop a list of required instructional materials, supplies, and equipment | 1.429 | 76.0 | 1 |
| 46 | Develop procedures to enhance the learning environment | 1.429 | 76.0 | 2 |
| 60 | Examine individual learner's assessment data | 1.429 | 76.0 | 3 |
| 88 | Employ immediate feedback techniques with learners | 1.429 | 76.0 | 4 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 100 | Evaluate students' performance in relation to instructional objectives | 1.429 | 76.0 | 5 |
| 105 | Organize appropriate strategies for providing guidance and counseling services | 1.429 | 76.0 | 6 |
| 106 | Select strategies which enable learners to develop self awareness | 1.429 | 76.0 | 6 |
| 109 | Organize job placement activities | 1.429 | 76.0 | 6 |
| 132 | Formulate school and co-op work schedules with learners, school and training sponsor | 1.429 | 76.0 | 8 |
| 134 | Visit a co-op training station | 1.429 | 76.0 | 8 |
| 153 | Values enthusiasm for the teaching profession | 1.429 | 76.0 | 10 |
| 178 | Value the ability to use imagination and creativity | 1.429 | 76.0 | 10 |
| 42 | Relate program policies to involved individuals | 1.476 | 85.0 | 2 |
| 95 | Apply co-operative on-the-job method for imparting instruction | 1.476 | 85.0 | 4 |
| 137 | Apply procedure for evaluating individual learner's experiences at a co-op training school | 1.476 | 85.0 | 8 |
| 140 | Determine components of program to be evaluated | 1.476 | 85.0 | 9 |
| 168 | Value a sense of humor in interaction with others | 1.476 | 85.0 | 10 |
| 27 | Prepare learner's progress reports | 1.500 | 88.5 | 2 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Pole |
|---|---|---|---|---|
| 45 | Formulate acceptable behavior standard for learners | 1.500 | 88.5 | 2 |
| 19 | Relate local program to selected service agencies | 1.524 | 93.5 | 1 |
| 21 | Compile a list of potential training and job placement resources in community | 1.524 | 93.5 | 1 |
| 43 | Compile program procedures and regulations to be adhered to by learner | 1.524 | 93.5 | 2 |
| 61 | Examine existing instructional options | 1.524 | 93.5 | 3 |
| 83 | Relate teacher expectation to learner | 1.524 | 93.5 | 4 |
| 104 | Devise procedure for interpreting evaluative information | 1.524 | 93.5 | 5 |
| 129 | Develop training plan | 1.524 | 93.5 | 8 |
| 146 | Evaluate program evaluation data | 1.524 | 93.5 | 9 |
| 142 | Prepare evaluation forms and instruments | 1.550 | 98.0 | 9 |
| 28 | Prepare program records and reports | 1.571 | 105.0 | 2 |
| 77 | Relate information by using audio-visual materials and equipment | 1.571 | 105.0 | 4 |
| 87 | Employ positive reward techniques | 1.571 | 105.0 | 4 |
| 97 | Develop rationale for evaluation proceduresfor learners | 1.571 | 105.0 | 5 |
| 110 | Recognize available in-school sources for providing counseling and guidance services | 1.571 | 105.0 | 6 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 111 | Recognize non-school personnel and agencies for providing counseling and guidance services | 1.571 | 105.0 | 6 |
| 112 | Plan a public relations program | 1.571 | 105.0 | 7 |
| 113 | Assist in development of public relations policies between the school and community | 1.571 | 105.0 | 7 |
| 115 | Maintain effective relationships with community groups and/or individuals | 1.571 | 105.0 | 7 |
| 141 | Develop procedures and techniques for collecting evaluation data | 1.571 | 105.0 | 9 |
| 150 | Be committed to educational advancement | 1.571 | 105.0 | 10 |
| 181 | Develop a philosophy of education | 1.571 | 105.0 | 10 |
| 182 | Value ethical standards of professional education | 1.571 | 105.0 | 10 |
| 169 | Be loyal to democratic principles | 1.600 | 112.0 | 10 |
| 82 | Create conditions conducive to creativity | 1.619 | 115.5 | 4 |
| 123 | Apply co-op training station evaluation criteria to prospective training stations | 1.619 | 115.5 | 8 |
| 136 | Formulate procedure for evaluating learner's experiences at co-op training station | 1.619 | 115.5 | 8 |
| 145 | Apply evaluation procedures and techniques | 1.619 | 115.5 | 9 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Pole |
|---|---|---|---|---|
| 151 | Examine current trends of the teaching profession | 1.619 | 115.5 | 10 |
| 185 | Value making contributions to school and community | 1.619 | 115.5 | 10 |
| 143 | Determine sources for collection of evaluation information | 1.650 | 119.0 | 9 |
| 33 | Prepare purchase request and/or requisition for materials, supplies, or equipment | 1.667 | 124.5 | 2 |
| 44 | Relate program procedures and regulations to learners | 1.667 | 124.5 | 2 |
| 55 | Organize results from assessment instruments into profile form | 1.667 | 124.5 | 3 |
| 65 | Apply procedure for selecting instructional strategies | 1.667 | 124.5 | 4 |
| 79 | Formulate classroom routines for learning | 1.667 | 124.5 | 4 |
| 84 | Select activities which will encourage learners to aid other learners | 1.667 | 124.5 | 4 |
| 89 | Employ situations which encourage learners to respond to questions | 1.667 | 124.5 | 4 |
| 125 | Compile orientation information for co-op training station sponsors | 1.667 | 124.5 | 8 |
| 128 | Complete training agreement for each individual handicapped learner | 1.667 | 124.5 | 8 |
| 138 | Formulate termination procedures for learners in co-op training station | 1.667 | 124.5 | 8 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 56 | Appraise individual learner's profile | 1.700 | 130.5 | 3 |
| 120 | Apply interview procedure to prospective co-op training sponsors | 1.700 | 130.5 | 8 |
| 35 | Prepare travel expense statements for reimbursement | 1.714 | 134.0 | 2 |
| 38 | Modify physical facilities for more effective learning | 1.714 | 134.0 | 2 |
| 41 | Formulate program policies for involved individuals | 1.714 | 134.0 | 2 |
| 49 | Develop policies for involving resource personnel | 1.714 | 134.0 | 2 |
| 116 | Organize public relations presentation | 1.714 | 134.0 | 7 |
| 7 | Prepare a calendar of events for program | 1.762 | 140.5 | 1 |
| 23 | Detect available and accessible instructional materials, supplies, and equipment in school | 1.762 | 140.5 | 1 |
| 47 | Develop safety procedures for learners | 1.762 | 140.5 | 2 |
| 64 | Develop procedure for selecting instructional strategies | 1.762 | 140.5 | 4 |
| 99 | Prepare evaluative methods and instruments for unique performance | 1.762 | 140.5 | 5 |
| 119 | Design procedure to interview prospective training sponsor | 1.762 | 140.5 | 8 |
| 122 | Develop procedures for evaluating prospective co-op training station | 1.762 | 140.5 | 8 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 184 | Examine controversial issues in a professional manner | 1.762 | 140.5 | 10 |
| 30 | Interpret records and reports for self and others | 1.810 | 145.5 | 2 |
| 144 | Determine sequential time frame for program evaluation | 1.810 | 145.5 | 9 |
| 69 | Apply role playing strategy | 1.850 | 147.0 | 4 |
| 118 | Prepare profile of prospective co-op training stations | 1.857 | 150.0 | 8 |
| 121 | Formulate criteria for evaluating prospective co-op training station | 1.857 | 150.0 | 8 |
| 127 | Develop a training agreement | 1.857 | 150.0 | 8 |
| 148 | Distribute evaluation data | 1.857 | 150.0 | 9 |
| 152 | Feel strongly about participating in local school system meeting | 1.857 | 150.0 | 10 |
| 114 | Assist with community, business, and industry sponsored activities | 1.905 | 153.0 | 7 |
| 36 | Organize reference center in classroom or office | 1.952 | 155.0 | 2 |
| 90 | Analyze the verbal and non-verbal cues of learner behavior | 1.952 | 155.0 | 4 |
| 117 | Prepare releases for news media | 1.952 | 155.0 | 7 |
| 24 | Assist in selecting physical facilities (classroom & office) | 2.000 | 160.0 | 1 |

IMPORTANCE TABLE----Continued

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 29 | Employ a record and information filing system | 2.000 | 160.0 | 2 |
| 67 | Apply team teaching technique | 2.000 | 160.0 | 4 |
| 72 | Utilize group discussion | 2.000 | 160.0 | 4 |
| 73 | Utilize field trip | 2.000 | 160.0 | 4 |
| 139 | Develop cooperative coordination itinerary | 2.000 | 160.0 | 8 |
| 187 | Value making contributions to school and community | 2.000 | 160.0 | 10 |
| 9 | Select vocational advisory committee members | 2.048 | 166.5 | 1 |
| 75 | Use independent study techniques | 2.048 | 166.5 | 4 |
| 76 | Use assignments for instruction | 2.048 | 166.5 | 4 |
| 85 | Select activities which will encourage learners to participate in competitive events | 2.048 | 166.5 | 4 |
| 92 | Apply group methods for imparting instruction | 2.048 | 166.5 | 4 |
| 149 | Be committed to professional organization | 2.048 | 166.5 | 10 |
| 8 | Organize a vocational advisory committee | 2.095 | 171.5 | 1 |
| 78 | Apply gaming techniques | 2.095 | 171.5 | 4 |
| 86 | Apply non-verbal communication techniques | 2.095 | 171.5 | 4 |
| 94 | Apply problem solving or experimental method for imparting instruction | 2.095 | 171.5 | 4 |

IMPORTANCE TABLE---Continued

| Competency Number | Competency Statement | Mean | Rank | Role |
|---|---|---|---|---|
| 31 | Disseminate periodical program reports to appropriate persons | 2.143 | 176.0 | 2 |
| 34 | Maintain an inventory of materials, supplies, and equipment | 2.143 | 176.0 | 2 |
| 37 | Formulate a proposal for additional funding | 2.143 | 176.0 | 2 |
| 135 | Organize an employer-employee appreciation event | 2.143 | 176.0 | 8 |
| 186 | Value participation in non-instructional school activities | 2.143 | 176.0 | 10 |
| 74 | Use supervised group study | 2.190 | 179.0 | 4 |
| 48 | Formulate procedures for learners to check-out materials and supplies | 2.238 | 180.5 | 2 |
| 91 | Apply project method for imparting instruction | 2.238 | 180.5 | 4 |
| 71 | Utilize conference techniques | 2.286 | 182.0 | 4 |
| 10 | Conduct a vocational advisory committee meeting | 2.381 | 184.0 | 1 |
| 32 | Determine reference materials that should be added | 2.381 | 184.0 | 2 |
| 40 | Develop procedure for maintenance of equipment and materials | 2.381 | 184.0 | 2 |
| 126 | Employ orientation workshop for co-op training station sponsors | 2.476 | 186.0 | 8 |
| 70 | Employ a panel discussion | 2.571 | 187.0 | 4 |

were contained in Role 1, entitled "Formulate Instructional Design". These seven items were concerned with such activities as diagnosing learners' "handicapping conditions," determining individual learner educational needs, formulating individual learner prescriptions and developing instructional goals and objectives for the handicapped learners.

The remaining eight competencies were distributed among the following four roles: Role 4, "Selects and Applies Instructional Strategies" (i.e., 4 items); Role 6, "Performs Guidance and Counseling Functions with Learners, Parents, and Teachers" (i.e., 2 items); Role 5, "Evaluates Learner Performance and Progress" (i.e., 1 item); Role 8, "Establishes Cooperative Training Stations" (i.e., 1 item).

The lowest 25 percent of the ranks contained 46 competencies. Of these, 16 were contained in Role 4, "Selects and Applies Instructional Strategies." These items were concerned with employing specific instructional techniques such as role playing, panel discussions, field trips, supervised group activities, and etc.

The second largest group of competencies in the lowest 25 percent were contained in Role 2, "Incorporates Administrative Strategies for Program". These nine items were concerned with such activities as setting up a record and information filing system, organizing a reference center, keeping an inventory of materials and supplies, maintaining equipment, and etc.

The third largest group in the lowest 25 percent contained eight competencies from Role 8, "Establishes Cooperative Training Stations". These activities are concerned with developing criteria for evaluating cooperative training stations, developing procedures for training station

evaluation, developing procedures for interviewing prospective training station sponsors, and so on.

Role 10 entitled "Maintains and Improves Professional Competencies" contains five items. These items were concerned with such areas as professional issues and research in education.

The remaining competencies were divided among Role 1, "Establishes Local VEAP Program" (i.e., 4 items); Role 7, "Participates in Public Relations Activities" (i.e., 2 items); and Role 9, "Evaluates Local Program" (i.e., 2 items).

From examination of the ranked means in Table 6, it appears that the remaining 50 percent of the competencies (i.e., 95 items) are distributed without any discernable pattern.

Even though the distribution of ranked means has been presented with reference to the top 25 percent and bottom 25 percent, the data does not indicate that those in the lowest quarter of the distribution are in fact low in importance. The reader must remember that the range between the highest and lowest item mean is only 1.571, which places the lowest item mean (i.e., 2.571) between the importance category of "highly important" (i.e., level 2) and "somewhat important" (i.e., level 3).

Table 7 on page 52 of this report was designed to answer the research question: How frequently do the Vocational Specialists perform the competencies as they are subsumed under their respective roles? This table presents the percentage of Vocational Specialists who perform the various competencies which constitute each role in the given time intervals (i.e., weekly, monthly, annually, or not performed). The data indicates that the frequency of performance appears to be consistent with the types of activi-

TABLE 7

FREQUENCY OF PERFORMANCE*

| Role Number | Percent Performing Weekly | Percent Performing Monthly | Percent Performing Annually | Percent Not Performed |
|---|---|---|---|---|
| Role 1 | 11 | 38 | 50 | 1 |
| Role 2 | 18 | 48 | 31 | 1 |
| Role 3 | 15 | 53 | 31 | |
| Role 4 | 45 | 45 | 8 | 1 |
| Role 5 | 17 | 55 | 27 | |
| Role 6 | 41 | 48 | 10 | |
| Role 7 | 20 | 52 | 28 | |
| Role 8 | 16 | 47 | 35 | 1 |
| Role 9 | 23 | 63 | 12 | |
| Role 10 | 64 | 24 | 10 | 1 |

* The percentages do not always equal 100 percent because of missing data and rounding of numbers.

ties contained within each role. If the reader wishes to examine frequencies for the individual competencies, refer to Appendix A.

In addition to being asked the frequency of performance, the Vocational Specialists were also asked to select the most appropriate method for evaluating the performance of each competency. This information was collected to answer the following research question: What method is more appropriate for evaluating the Vocational Specialists' performance of the competencies? It is evident that a majority selected category two (2), Observation Rating, and category four (4), Self Evaluation. Table 8, Method of Evaluation, on page 54 of this report, describes the methods by roles. The reader is referred to Appendix A if he or she wishes to examine the data for the individual competencies.

Table 9, Time of Evaluation, on page 55 of this report, depicts the Vocational Specialists' selection of the most appropriate time period for evaluating their performance of the competencies presented by role. This information was collected to answer the following research question: What is the most appropriate time period for evaluating the Vocational Specialists' performance in each competency? It is evident that the majority of participants indicated that the most appropriate time for evaluation was category two (2), Internship. Again, the reader is referred to Appendix A is there is need to examine the time period chosen for each competency.

TABLE 8

METHOD OF EVALUATION*

| Role Number | Percent Selecting Paper and Pencil Test | Percent Selecting Observation Rating** | Percent Selecting Observation Rating by Learner | Percent Selecting Self Evaluation |
|---|---|---|---|---|
| Role 1 | 14 | 46 | 10 | 26 |
| Role 2 | 3 | 44 | 9 | 43 |
| Role 3 | 3 | 43 | 6 | 45 |
| Role 4 | 2 | 40 | 18 | 37 |
| Role 5 | 7 | 40 | 5 | 48 |
| Role 6 | 3 | 40 | 13 | 43 |
| Role 7 | 1 | 55 | 1 | 43 |
| Role 8 | 2 | 40 | 7 | 49 |
| Role 9 | 2 | 52 | 4 | 41 |
| Role 10 | 1 | 36 | 9 | 53 |

* The percentage does not always equal 100% because of missing data and the rounding of numbers.

** Would include ratings by supervisory personnel, teacher educators, administration supervisors, and so on.

TABLE 9

TIME OF EVALUATION*

| Role Number | Percent Selecting Pre-Service Training | Percent Selecting Internship (1st yr.) | Percent Selecting Second Year of Teaching | Percent Selecting Third Year and After |
|---|---|---|---|---|
| Role 1 | 29 | 59 | 9 | 1 |
| Role 2 | 10 | 82 | 6 | 1 |
| Role 3 | 6 | 83 | 10 | |
| Role 4 | 3 | 85 | 10 | |
| Role 5 | 7 | 84 | 9 | |
| Role 6 | 5 | 89 | 5 | 1 |
| Role 7 | 5 | 92 | 3 | |
| Role 8 | 3 | 75 | 20 | 1 |
| Role 9 | 8 | 62 | 27 | 2 |
| Role 10 | 10 | 80 | 8 | 1 |

* The percentages do not always equal 100% because of missing data and the rounding of numbers.

# CHAPTER V

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Summary

Vocational Education has become a major discipline involved in the assisting of the handicapped learners to become self-sufficient productive working members of society. Although other disciplines have been involved in this effort, they have limited success in this effort. The Vocational Education Awareness Program is an attempt to overcome some of the weaknesses of previous educational programs intended to aid the secondary level handicapped learners in becoming self-sufficient productive workers. This program is an interdisciplinary approach which attempts to provide an educational milieu which is both academic and vocational in scope. To prepare vocational teachers to conduct this program, it was necessary to identify an initial list of competencies specific to the job description of the Vocational Specialist.

The purpose of this research study, therefore, was to identify and verify an initial list of pedagogical competencies to be demonstrated by the Vocational Specialist and to suggest criteria to be used in assessing the attainment of these identified competencies. The competencies were classified as those specifically performed by the Vocational Specialists in fulfilling the duties of their position.

To accomplish the purpose of this study, the following objectives were established: (1) describe the population of learners, Vocational Specialists,

and the Vocational Education Awareness Program; (2) identify an initial listing of pedagogical competencies to be demonstrated by the Vocational Specialist; (3) verify this initial list of competencies using the Vocational Specialists as a panel of experts; (4) develop the related criteria for assessment of each competency identified.

## Conclusions

The conclusions are discussed in terms of the research questions proposed to meet the objectives of the study.

It may be concluded that the largest number of learners being served by the Vocational Education Awareness Program are in the mentally retarded category (i.e., approximately 40 percent); however, the intelligence quotients ranged from a low of 43 to a high of 128 with a mean of 76. The composite grade equivalence level recorded in months showed a mean of 56.6 months. It may be concluded from this data that the majority of the learners achieve well below their peers in intellectual functioning.

From the descriptive data of the Vocational Specialists it may be concluded that they are all certified to teach in the State of Georgia. They range in educational training from the bachelor's degree to the Educational Specialist degree. The areas of specialization are varied with the most frequent being special education. A large number of Vocational Specialists (approximately 40 percent) have taught vocational courses four years or longer and 59 percent of the Specialists have had at least two years of teaching experience with handicapped or disadvantaged youths. From this data it may be concluded that the Vocational Specialists are experienced vocational education teachers and experienced in working with handicapped learners and, therefore, appear to be well suited to VEAP.

The majority of Vocational Specialists indicate that the various disciplines (e.g., special education, the community, the administration, etc.) support the Vocational Education Awareness Program. Although the number of activities engaged in by the Specialists are varied, most of their time was devoted to teaching (i.e., 13 hours per week) and counseling (i.e., 5.3 hours per week). Another 13.3 hours per week are also allocated are also allocated to student activities, which leads to the conclusion that a large portion of the Vocational Specialists' time is spent in direct contact with the learner.

The roles identified and adapted for the Vocational Specialist indicates that these individuals must be competent in a variety of skills which include teaching, counseling and administrative duties. The data also indicated that these roles were adequate to serve as a framework within which identified competencies could be placed. An initial list of competencies was identified and categorized within the logical framework of the performance roles.

An attempt to verify the identified competencies was made by presenting them to the Vocational Specialists who rated them in regards to their importance. Results indicate that all of the competencies were rated an important by the Specialists; and it is, therefore, concluded that they are all pertinent and appropriate to the program. In addition it is concluded that the Vocational Specialists believed that competencies in the affective domain were most important. This is consistent with the high number of contact hours with the learners.

It may be concluded from the data that the frequency of performance of the competencies as indicated by the Vocational Specialists appears to be consistent with what might be logically expected (or inferred) from the

role title. For example, 50 percent of the Specialists indicated that they performed the competencies listed in Role 1, Establishes Local VFAP Program, annually. This is consistent with what might be expected from competencies such as formulate learner selection criteria and compiling a job description.

In considering the method and time of evaluation the Vocational Specialists indicated that they preferred Observation Rating (supervisory personnel, teacher educators, administration, supervisors, etc.) and Self Evaluation. This is consistent with the most frequently chosen time of evaluation, Internship. It can be concluded from this data that a large proportion of the Vocational Specialists would prefer to be evaluated by supervisory personnel, teacher educators or administrators during an internship period.

Recommendations for Further Study

In order to maximize and extend the benefits of this study, the following recommendations for future study are offered for consideration.

1. This study should be replaced in the future and should include professional and possibly non-professionals, in addition to Vocational Specialists. It is assumed at this time that other individuals such as teachers, administrators, and parents will be familiar with VFAP and will be able to provide valuable suggestions and opinions.

2. With the increase in experience, the attitudes and opinions of the Vocational Specialists may change in relation to the competencies which supposedly represent their job. It is therefore suggested that the competency list be resubmitted to the Vocational Specialists and possibly other informed persons for verification.

3. It is recommended that the list of competencies be subjected to validation by Vocational Specialists, informed university personnel, and other appropriate supervisory personnel. The most appropriate method of validation appears to be that of observational rating scales and self evaluative report, which is supported, in part, by the results of this study.

4. In future assessment of the Vocational Awareness Program, it is suggested that a more sensitive scale such as the Likert-type be employed. This type of instrument would be more sensitive to variations of opinions than the type of scale used in the present study.

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APPENDICES

APPENDIX A

DEVELOPMENTAL STUDY SET I

VOCATIONAL EDUCATIONAL AWARENESS PROGRAM

DEVELOPMENTAL STUDY

SET 1

SCHOOL, LEARNER, SPECIALIST AND COMMUNITY DATA QUESTIONNAIRE

SPECIALIST ATTITUDE AND BEHAVIOR

SPECIALIST SELF-APPRAISAL OF PERFORMANCE

The University of Georgia
College of Education
Division of Vocational Education
Athens, Georgia 30601

Note: It is important to the design of the research that a complete understanding be gained of your school's students, their parents, and the school setting in which you function. It is only by a comprehensive understanding of these factors that the results of the study can be made generalizable to other communities. This fact also holds true for you as a teacher in the school setting. It is our intent to gather as much information as possible about you, you professional life, your personal life, your feelings, and your attitudes.

Be assured that all the information requested will be held in the most strict confidence, and that your name will never be linked to any of the specific information which is gathered. Our intent in gathering this information is to build a profile of the "Vocational Educational Awareness Program" and all related components which will insure continued success.

NAME OF SPECIALIST_____

I.D. NUMBER_____

SCHOOL_____

ADDRESS_____

PHONE NUMBER_____

Directions: Place the appropriate number in the blank provided to the left of the questions.

SCHOOL DATA

_____(1) Location of school

1. Inner-city/urban
2. Outer city/suburban
3. Rural
4. Other (Please state)

_____

_____(2) School organizational pattern

1. Grades 7 - 12
2. Grades 8 - 12
3. Grades 9 - 12
4. Grades 10 - 12
5. Other (Please state)

_____

_____(3) Number of full-time teachers in the school as of October 1, 1974.

1. Less than 24
2. 25 - 49
3. 50 - 74
4. 75 - 99
5. 100 - 124
6. 125 - 149
7. 150 - 174
8. 175 - 199
9. More than 200

_____(4) Number of Vocational teachers in your school as of October 1, 1974.

1. One
2. Two
3. Three
4. Four
5. Five

_____(6) Type of school in which you teach

1. Comprehensive High School
2. Vocational High School
3. Regular High School with Vocational Courses

_____(7) Number of students enrolled in the school as of October 1, 1974.

1. 0 - 249
2. 250 - 499
3. 500 - 999
4. 1000 - 1499
5. 1500 - 1999
6. 2000 - 2499
7. 2500 - 2999

_____(8) Total number of students enrolled in your classes as of October 1, 1974.

1. 5 - 8
2. 9 - 13
3. 14 - 18
4. 19 - 23
5. 24 - 28
6. 29 - 33
7. 34 - 38
8. 39 or more

_____(9) Age of your school facilities as of October 1, 1974.

1. 1 - 3 yrs. old
2. 4 - 7
3. 8 - 11
4. 12 - 15
5. 16 - 19
6. 20 - 23
7. 24 - 27
8. 28 - 31
9. 30 or more

_____(10) Number of Classified handicapped students in your school as of October 1, 1974.

1. 10 - 20
2. 21 - 30
3. 31 - 40
4. 41 - 50
5. 51 - 60
6. 61 - 70
7. 71 - 80
8. 81 - 90
9. 90 or more

_____(11) Number of Vocational programs in your school for disadvantaged learners.

1. Zero
2. One
3. Two
4. Three
5. Four or more

_____(12) Number of occupational areas taught in your school as of October 1, 1974.

1. 1 - 3
2. 4 - 7
3. 8 - 11
4. 12 - 15
5. 16 - 19
6. 20 - 23
7. 24 - 27
8. 28 - 31
9. 32 or more

_____(13) Number of Cooperative Vocational Programs in your school as of October 1, 1974.

1. 1 - 2
2. 3 - 4
3. 5 - 6
4. 7 - 8
5. 9 - 10

_____(14) Number of Classified disadvantaged students in your school as of October 1, 1974.

1. 15 - 30
2. 31 - 46
3. 47 - 62
4. 63 - 78
5. 79 - 94
6. 95 - 120
7. 121 - 136
8. 151 - 166
9. 167 or more

_____(15) Number of Counselors assigned to your school

1. 1 - 2
2. 3 - 4
3. 5 - 6
4. 7 - 8
5. 9 - 10
6. 11 - 12
7. 13 - 14
8. 15 - 16
9. 17 or more

_____(16) Number of psychologists or psychometrists accessable to your school for disadvantaged or handicapped learners.

1. 1 - 2
2. 3 - 4
3. 5 - 6
4. 7 - 8
5. 9 - 10

_____(17) Number of Vocational programs in your school for handicapped learners.

1. Zero
2. One
3. Two
4. Three
5. Four or more

_____(18) Is there a Vocational Rehabilitation Counselor assessable to your school?

1. Yes
2. No

_____(19) Number of community organizations accessable to your program

1. 1 - 3
2. 4 - 7
3. 8 - 11
4. 12 - 15
5. 16 - 19
6. 20 or more

_____(20) Is there a Georgia State employment office assessable to your learners

1. Yes 2. No

_____(21) Is there an Evaluation Learning Center in an Area Vocational Technical School which is accessable to your learners

1. Yes 2. No

_____(22) Number of Non-Vocational programs in your school for disadvantaged or handicapped learners.

1. Zero
2. One
3. Two
4. Three
4. Four or more

_____(23) What department of your school are you considered a member of?

1. Vocational Education Department
2. Special Education Department
3. Other (Please state)

_____

## Vocational Specialist Data

_____(24) Your sex

1. Male
2. Female

_____(25) Your age

1. 20 - 24
2. 25 - 29
3. 30 - 34
4. 35 - 39
5. 40 - 44
6. 45 - 49
7. 50 - 54
8. 55 - 59
9. 60 or over

_____(26) Your race

1. American Indian
2. Caucasian
3. Negro
4. Oriental
5. Other (Please state) _____

_____(27) Number of children, if applicable

1. None
2. One
3. Two
4. Three
5. Four or more

_____(28) Marital Status

1. Married
2. Single
3. Other (Please state) _____

_____(29) Highest educational level you have completed

1. Doctoral degree
2. Educational Specialist
3. Master's degree
4. BA or BS degree
5. Some college
6. Vocational or Technical school training
7. High school diploma

_____(30) Subject matter area of highest degree, if applicable

1. Physical Education
2. Home Economics Education
3. Trade and Industry Education
4. English
5. Social Studies
6. Special Education
7. Math
8. History
9. Other (Please state) _____

_____(31) Subject matter area of highest degree, if applicable

1. Physical Education
2. Home Economics Education
3. Trade and Industry Education
4. Counselor Education
5. Special Education
6. English
7. Science
8. Math
9. Other (Please state)

_____

_____(32) Spouse's educational level compared with your own, if applicable

1. My educational level is considerably lower
2. My educational level is somewhat lower
3. My educational level is about the same
4. My educational level is somewhat higher
5. My educational level is considerably higher

_____(33) Order of birth in your family

1. First
2. Second
3. Third
4. Fourth
5. Fifth or beyond

_____(34) Number of sisters and brothers (Include living and deceased)

1. None
2. One
3. Two
4. Three
5. Four or beyond

_____(35) Highest educational level completed by father

1. Master's degree or above
2. BA or BS degree
3. Some college
4. High school graduate
5. Eighth grade or less

_____(36) Spouse's present occupation, if applicable

1. Teaching
2. Other professional occupation
3. Farming
4. Skilled worker
5. Unskilled worker
6. Business
7. Housewife
8. Other (Please state)

_____

_____(37) General nature of father's occupation for most of your childhood and adolescent life

1. Teaching
2. Other professional occupation
3. Farming
4. Skilled (machinist, printer, etc.)
5. Unskilled worker
6. Business
7. Other (Please state)

_____

_____(38) General nature of mother's occupation for most of your childhood and adolescent life

1. Teaching
2. Other professional occupation
3. Skilled worker
4. Unskilled worker
5. Business
6. Housewife
7. Other (Please state)

_____

_____(39) Highest educational level completed by mother

1. Master's degree of above
2. BA or BS degree
3. Some college
4. High school graduate
5. Some high school
6. Eighth grade or less

_____(40) Where you lived during most of your childhood

1. The country
2. A small town (under 5,000)
3. A town (5,000 - 10,000)
4. A small city (10,000 - 50,000)
5. A city (50,000 - 100,000), inner-city
6. A city (50,000 - 100,000), suburbs
7. A large city (over 100,000), inner-city
8. A large city (over 100,000), suburbs

_____(41) Distance of your parental home from the institution which granted your Bachelor's degree

1. Within 20 miles
2. 21 - 100 miles
3. 101 - 350 miles
4. 351 - 1,000 miles
5. More than 1,000 miles

_____(42) Type of institution which granted your bachelor's degree

1. Small private college (less than 1,000 students)
2. Large private college or university
3. Teacher's college
4. Small state college (less than 1,000 students)
5. Large state college or university
6. Other (Please state)

_____

_____(43) As you recall, was your decision to be a teacher made

1. Prior to or during high school
2. After high school, but prior to college
3. During work experience
4. While enrolled in a vocational school
5. During college
6. After college graduation

_____(44) Place of residence while attending the institution which granted your Bachelor's degree

1. Parental home
2. Dormitory
3. Sorority or graternity home
4. Room in private home
5. Apartment
6. Other (Please state)

_____

_____(45) Distance commuted to college classes each day

1. Less than 5 miles
2. 5 - 20 miles
3. 21 - 40 miles
4. 41 - 60 miles
5. 61 - 80 miles
6. 81 - 100 miles
7. Over 100 miles

_____(46) Employment while attending college, <u>if applicable</u>

1. None
2. Quarter-time or less; on-campus
3. Quarter-time or less; off-campus
4. Half-time; on-campus
5. Half-time; off-campus
6. Three-quarter time; on-campus
7. Three-quarter time; off-campus
8. Full time; on-campus
9. Full time; off-campus

_____(47) Length of time from first college enrollment to awarding of degree, <u>if applicable</u>

1. Less than 4 years
2. 4 years
3. 5 - 6 years
4. 7 - 10 years
5. More than 10 years

_____(48) Completion of certification requirements was accomplished by

1. Have not completed certification
2. College-university degree program
3. Evening or Saturday classes; on-campus
4. Extension classes; off-campus
5. On-site classes (at your school)
6. Other (Please state)

_____

_____(49) Number of times your residence has changed during the last five years (Do not include moves within the same city)

1. None
2. One
3. Two
4. Three
5. Four or more

_____(50) Number of years you have taught Vocational courses

1. 1 - 2
2. 3 - 4
3. 5 - 6
4. 7 - 8
5. 9 - 10
6. 11 - 12
7. 13 - 14
8. 15 years or more

_____(51) Number of years you have taught disadvantaged and/or handicapped learners

1. 1 - 2
2. 3 - 4
3. 5 - 6
4. 7 - 8
5. 9 - 10
6. 11 - 12
7. 13 - 14
8. 15 years or more

_____(52) Number of years you have taught in <u>your present position</u>

1. Zero
2. One
3. Two
4. Three
5. Four
6. Five
7. Six
8. Seven years or more

_____(53) Number of years you have taught -- Vocational Courses

1. 1 - 2
2. 3 - 4
3. 5 - 6
4. 7 - 8
5. 9 - 10
6. 11 - 12
7. 13 - 14
8. 15 or more

_____(54) Number of years in total which you have taught

1. 1 - 4
2. 5 - 9
3. 10 - 14
4. 15 - 19
5. 20 - 24
6. 25 - 29
7. 30 - 34
8. 35 or more

_____(55) Number of years you have been a school administrator

1. 1 - 2
2. 3 - 4
3. 5 - 6
4. 7 - 8
5. 9 - 10
6. 11 - 12
7. 13 - 14
8. 15 or more

_____(56) Number of years of work experience prior to becoming a teacher (non-teaching)

1. None
2. 1 - 2
3. 3 - 4
4. 5 - 6
5. 7 - 8
6. 9 - 10
7. 11 - 12
8. 13 or more

_____(57) Where you have had most of your work experience since becoming a teacher (non-teaching)

1. None
2. 1 - 2
3. 3 - 4
4. 5 - 6
5. 7 - 8
6. 9 - 10
7. 11 - 12
8. 13 or more

_____(58) Where you have had most of your work experience (non-teaching)

1. The country
2. A small town (under 5,000)
3. A town (5,000 - 10,000)
4. A small city (10,000 - 50,000)
5. A city (50,000 - 100,000), inner-city
6. A city (50,000 - 100,000), suburbs
7. A large city (100,000 or more), inner-city
8. A large city (100,000 or more), suburbs

_____(59) Vocational youth club which you sponsor

1. None
2. FBLA
3. FHA
4. OEA
5. VICA
6. FBLA and OEA
7. VOCA
8. Other (Please state)

_____

_____(60) Were you born and raised in Georgia

1. Yes
2. No

_____(61) Do you have an impairment which could result in your being classified as handicapped under one of the nine handicapped conditions

1. Yes
2. No

_____(62) Does your spouse have an impairment which results in being classified as handicapped under one or the nine handicapping conditions, if applicable

1. Yes 2. No

_____(63) Is there any person in your immediate family - father, mother, sister, brother, or dependent - which have impairments which result in their being classified as handicapped under one of the nine handicapping conditions

1. Yes 2. No

Specialist No. [ ][ ]

Learner's No. [ ][ ]

Handicapped Classification [ ][ ]

## HANDICAPPED LEARNER'S DATA (INDIVIDUAL)

Fill out one set of forms for each learner

_____(64) Sex

1. Female
2. Male

_____(65) Home Bound

1. Yes
2. No

_____(66) Description of Parents

1. Both parents
2. Mother only
3. Father only
4. Guardian, grandparents, etc.
5. Foster home or institution
6. Independent

_____(67) Health Record

1. assessed
2. no observable record

_____(68) Race

1. Caucasian/Anglo
2. American Indian
3. Mexican American
4. Black
5. Oriental
6. Puerto Rican
7. Other (Please state) _____

_____(69) Learner is working

1. Yes
2. No

_____(70) Number of days absent 1973-74

1. 0
2. 1 - 4
3. 5 - 10
4. 11 - 16
5. 17 - 22
6. 23 - 28
7. 29 - 34
8. 35 - 40
9. 41 or more

_____(71) Current Grade Level

1. 9th Grade
2. 10th Grade
3. 11th Grade
4. 12th Grade

_____(72) Credits failed 1973-74 school year

1. 0
2. 1 - 1 1/2
3. 2 - 2 1/2
4. 3 - 3 1/2
5. 4 or more

_____(73) Distinguishing Physical Characteristic

1. None
2. Very tall
3. Very short
4. Obese
5. Skinny
6. Unattractive
7. Attractive
8. Deformed
9. Other (Please state)

_____

_____(74) Learner is in Vocational Class(s)

1. Yes
2. No

_____(75) How was learner classified as a handicapped individual

1. recommendation from psychologist or psychometrist
2. recommendation from counseling department
3. decision made independently by specialist
4. a combination of 1 & 2
5. a combination of 1 & 3
6. a combination of 2 & 3
7. other (Please state)

_____

_____(76) Does the learner ride a bus to school

1. Yes
2. No

_____(77) Does the learner have own car, motor cycle, etc.

1. Yes
2. No

_____(78) Most distinguishing attitudinal traits

1. cocky
2. timid
3. confident
4. reserved
5. cooperative
6. uncooperative
7. patient
8. impatient
9. other (Please state)

_____

_____(79) Learners verbal expression

1. clear
2. good grammar
3. unclear
4. poor grammar

____(80) Most distinguishing personality traits

1. extravert
2. intravert
3. friendly
4. unfriendly
5. aggressive
6. non-aggressive
7. positive
8. negative
9. other (please state) _____

_____(81) Learner's initiative

1. resourceful
2. some initiative
3. easy going

_____(82) Learner's marital status

1. single
2. married
3. married with children
4. unmarried with children

(83) Learner's chronological age _____

(84) Learner's I.Q. _____

(85) Test used to measure I.Q. (be specific)_____

(86) Learner's grade equivalence (composite) _____years _____ months

(87) Learner's handicapping classification (major catagories 1-9 and/or subcategories)

(88) Learner's grade equivalence in math _____ years _____ months_____

(89) Learner's grade equivalence in reading _____ years _____ months _____

(90) The name of instrument used to measure learner's I.Q. (be specific) _____

## HANDICAPPED LEARNER'S COMPOSITE DATA

Place the correct number in the corresponding box. Place zero (0) in box, if not applicable. All data as of Oct. 1, 1974.

| Handicap Classification | No. of Female Learners | No. of Male Learners | Total No. of Learners | No. in 9th Grade | No. in 10th Grade | No. in 11th Grade | No. in 12th Grade | No. Working | No. in Vocational Classes | No. With Two Parents | No. With One Parent | No. With No Parents |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.0 | | | | | | | | | | | | |
| 1.1 | | | | | | | | | | | | |
| 2.0 | | | | | | | | | | | | |
| 3.0 | | | | | | | | | | | | |
| 4.0 | | | | | | | | | | | | |
| 5.0 | | | | | | | | | | | | |
| 5.1 | | | | | | | | | | | | |
| 5.2 | | | | | | | | | | | | |
| 6.0 | | | | | | | | | | | | |
| 6.1 | | | | | | | | | | | | |
| 6.2 | | | | | | | | | | | | |
| 7.0 | | | | | | | | | | | | |
| 8.0 | | | | | | | | | | | | |
| 9.0 | | | | | | | | | | | | |
| Total | | | | | | | | | | | | |

This form is continued on the following page.

## HANDICAPPED LEARNER'S COMPOSITE DATA (continued)

Place the correct number in the corresponding box. Place zero (0) in box, if not applicable. All data as of Oct. 1, 1974.

| Handicap Classification | No. tested by psychologist or psychometrist | No. receiving some type of financial aid | No. Homebound Learners | No. of Caucasian learners | No. of American Indian | No. of Mexican Americans | No. of Blacks | No. of Orientals | No. of Puerto Ricans | No. receiving Assistance from Voc. Rehab. Center | Failed one or more grades | No. of learners married |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.0 | | | | | | | | | | | | |
| 1.1 | | | | | | | | | | | | |
| 2.0 | | | | | | | | | | | | |
| 3.0 | | | | | | | | | | | | |
| 4.0 | | | | | | | | | | | | |
| 5.0 | | | | | | | | | | | | |
| 5.1 | | | | | | | | | | | | |
| 5.2 | | | | | | | | | | | | |
| 6.0 | | | | | | | | | | | | |
| 6.1 | | | | | | | | | | | | |
| 6.2 | | | | | | | | | | | | |
| 7.0 | | | | | | | | | | | | |
| 8.0 | | | | | | | | | | | | |
| 9.0 | | | | | | | | | | | | |
| Total | | | | | | | | | | | | |

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## VOCATIONAL EDUCATIONAL AWARESS PROGRAM DATA

_____(92) Design of Program

1. System Wide Program
2. Program in one school only

_____(93) Design of Interdisciplinary Activities

1. Identified team approach
2. Individual contracting with selected teachers
3. A combination of 1 & 2
4. No interdisciplinary activities

_____(94) Number of orientation classes taught daily (group)

1. zero
2. one
3. two
4. three
5. four
6. five or more

_____(95) Number of related classes

1. zero
2. one
3. two
4. three
5. four
6. five or more

_____(96) Do you have a private class room?

1. yes
2. no

_____(97) Do you share your class room with CVAE?

1. yes
2. no

_____(98) Do you have, or have access to, sufficient audio-visual equipment?

1. yes
2. no

_____(99) Do you have administrative responsibilities outside of VEAP?

1. yes
2. no

_____(100) Do you have a vocational supervisor in your school?

1. yes
2. no

_____(101) Is your program supported by the Special Education department?

1. yes
2. no

_____(102) If your answer to number 101 is yes, please describe the degree of support.

Extremely Supportive — Rejection
1 2 3 4 5

_____(103) The degree of administrative support for VEAP is

Extremely Supportive — Rejection
1 2 3 4 5

_____(104) The degree of employer support for VEAP is

Extremely Supportive — Rejection
1 2 3 4 5

_____(105) The degree of community support for VEAP is

Extremely Supportive — Rejection
1 2 3 4 5

_____(106) The degree of faculty support for VEAP is

Extremely Supportive — Rejection
1 2 3 4 5

_____(107) The degree of student support for VEAP is

Extremely Supportive — Rejection
1 2 3 4 5

_____(108) The degree of parent support for VEAP is

Extremely Supportive — Rejection
1 2 3 4 5

## VOCATIONAL SPECIALIST WEEKLY CALENDAR OF ACTIVITIES

| ACTIVITIES | HOURS PER WEEK | HOURS PER MONTH |
|---|---|---|
| 1. Teaching | | |
| 2. Counseling | | |
| 3. Job Placement | | |
| 4. Interdisciplining | | |
| 5. Home Visitations | | |
| 6. Instructional Preparation | | |
| 7. Learner Evaluation | | |
| 8. Monitering & Tutoring Learners | | |
| 9. Program Development | | |
| 10. Public Relations (in school) | | |
| 11. Public Relations (out of school) | | |
| 12. Coordination, Job & School | | |
| 13. Record Keeping | | |
| 14. Transporting Learners | | |
| 15. Extra Duties | | |
| Homeroom | | |
| Study Hall | | |
| Clubs and Etc. | | |
| 16. Other (Please state) | | |
| TOTALS | 50 Hours | 200 Hours |

# APPENDIX B

## DEVELOPMENTAL STUDY SET II

VOCATIONAL EDUCATION AWARENESS PROGRAM

DEVELOPMENTAL STUDY

SET II

# COMPETENCIES AND BEHAVIORS OF THE VOCATIONAL SPECIALIST

The University of Georgia
College of Education
Division of Vocational Education
630 Aderhold Hall
Athens, Georgia 30602

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## DIRECTIONAL INFORMATION

NOTE: The primary purpose of this research study is to identify and validate competencies and indicating behaviors of the Vocational Specialist. If a logical approach is to be taken in the preservice preparation of the Vocational Specialist, it becomes imperative that an examination be made of these competencies and indicating behaviors for the purpose of designing a preservice instructional program.

The following pages of this booklet contain a listing of competencies and indicating behaviors to be performed by the Vocational Specialist. The competencies are divided into 10 Roles for clarification. This list of competencies was compiled by reviewing the related literature, examining the job description of the Vocational Specialist, and consulting with selected Vocational Specialists across the state.

We are asking you to respond to four specific questions about each of the listed competencies. Please read each competency and the indicating behaviors before you respond to each of the four specific questions. Space is provided at the end of each Rc for additional competencies if they can be identified.

## SPECIFIC DIRECTIONS

Question (1)--Degree of Importance: This question is designed to obtain your rating, on a 1-5 scale, as to the degree of importance of each competency. Do not rate the indicating behaviors, they are only included to assist you in understanding the competency. Use only one check mark (✓) in the column where most appropriate.

Scale Definition:

1 - Extremely Important

2 - Highly Important

3 - Somewhat Important

4 - Slightly Important

5 - Unimportant

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## SPECIFIC DIRECTIONS CONTINUED

Question (2)--Frequency of Performance: This question is designed to determine the frequency, on a 1-4 scale, which you perform each of the competencies listed. Do not include frequency of performance for the indicating behaviors, they are only included to assist you in understanding the competency. Use only one check mark ( ) in the column where most appropriate.

Scale Definition:

1 - Weekly

2 - Monthly

3 - Annually

4 - Not Performed

Question (3)--Method of Evaluation: This question is designed to determine the most appropriate method, on a 1-4 scale, of evaluating the Vocational Specialist's performance of each competency listed. Do not include an evaluation method for the indicating behaviors, they are only included to assist you in understanding the competency. Use only one check mark (✓) in the column where most appropriate.

Scale Definition:

1 - Paper & Pencil Test

2 - Observation Rating (supervisory personnel--teacher educators, administration, supervisors, and etc.)

3 - Observation Rating (learners)

4 - Self Evaluation

Question (4)--Time of Evaluation: This question is designed to determine the most appropriate time period, on a 1-4 scale, for evaluating the Vocational Specialist's performance of each competency listed. Do not include an evaluation time for the indicating behaviors, they are only included to assist you in understanding the competency. Use only one check mark (✓) in the column where most appropriate.

Scale Definition:

1 - Pre-service Training

2 - Internship

3-- 2nd year of teaching

4 - 3rd year and after

## ROLE I - ESTABLISHES LOCAL VEAP PROGRAM

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1. Apply State Guidelines to local program | 13 | 8 | | | | 5 | 4 | 12 | - | 3 | 16 | - | 2 | 6 | 14 | 1 | - |
| 1-a. Acquire a copy of State Guidelines | | | | | | | | | | | | | | | | | |
| 1-b. Recognize limitations imposed on local system by State Guidelines | | | | | | | | | | | | | | | | | |
| 2. Analyze assets and limitations imposed by local system | 14 | 6 | 1 | | | 6 | 4 | 10 | - | 2 | 9 | 1 | 7 | 7 | 10 | 2 | - |
| 2-a. Identify assets and limitations imposed by local system | | | | | | | | | | | | | | | | | |
| 2-b. Explain assets and limitations imposed by local system | | | | | | | | | | | | | | | | | |
| 2-c. Relate assets and limitations of local system to State Guidelines | | | | | | | | | | | | | | | | | |
| 3. Formulate elements of the Program | 15 | 5 | 1 | | | 4 | 9 | 8 | - | 3 | 10 | | 6 | 11 | 8 | 2 | - |
| 3-a. Identify all activities to be performed in local system | | | | | | | | | | | | | | | | | |
| 3-b. Acquire a list of core elements from State Guidelines | | | | | | | | | | | | | | | | | |
| 3-c. Summarize all local activities to be performed | | | | | | | | | | | | | | | | | |
| 3-d. Relate list of core elements from State Guidelines to summarized list of activities from local system | | | | | | | | | | | | | | | | | |
| 3-e. Categorize local activities by core elements from State Guidelines | | | | | | | | | | | | | | | | | |
| 4. Construct specific goals for program | 15 | 5 | 1 | | | 2 | 5 | 13 | 1 | 2 | 14 | 1 | 3 | 5 | 14 | 1 | 1 |
| 4-a. Acquire copy of local system educational goals and philosophies | | | | | | | | | | | | | | | | | |
| 4-b. Outline goals for program as detailed in State Guidelines | | | | | | | | | | | | | | | | | |
| 4-c. Summarize both local and State educational goals | | | | | | | | | | | | | | | | | |
| 4-d. Relate local educational goals to State Goals | | | | | | | | | | | | | | | | | |
| 4-e. Differentiate between the two sets of goals | | | | | | | | | | | | | | | | | |

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ROLE I - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 5. Formulate program budget | 18 | 3 | | | | | 11 | 10 | | 4 | 13 | - | 3 | 7 | 11 | 2 | 1 |
| 5-a. Acquire copy of State budget form and regulations | | | | | | | | | | | | | | | | | |
| 5-b. Identify total State monies allocated for local program | | | | | | | | | | | | | | | | | |
| 5-c. Identify any additional monies for local program | | | | | | | | | | | | | | | | | |
| 5-d. Interpret State budget form and regulations | | | | | | | | | | | | | | | | | |
| 5-e. Relate all allocated monies to State regulations | | | | | | | | | | | | | | | | | |
| 5-f. Categorize allocated monies into line item budget form | | | | | | | | | | | | | | | | | |
| 6. Compile job description of Vocational Specialist | 18 | 2 | 1 | | | 4 | 3 | 14 | | 3 | 14 | | 4 | 7 | 12 | 2 | |
| 6-a. List functions of Vocational Specialist | | | | | | | | | | | | | | | | | |
| 6-b. Translate functions into descriptive statements | | | | | | | | | | | | | | | | | |
| 6-c. Predict tasks related to each function | | | | | | | | | | | | | | | | | |
| 6-d. Analyze tasks as to adaptability | | | | | | | | | | | | | | | | | |
| 7. Prepare a calendar of events for program | 9 | 8 | 4 | | | 3 | 13 | 5 | | 2 | 12 | 1 | 6 | 3 | 15 | 2 | |
| 7-a. Identify events to be completed | | | | | | | | | | | | | | | | | |
| 7-b. Define local school's calendar | | | | | | | | | | | | | | | | | |
| 7-c. Translate events into time spans | | | | | | | | | | | | | | | | | |
| 7-d. Relate events into a priority listing | | | | | | | | | | | | | | | | | |
| 7-e. Categorize events to a yearly calendar | | | | | | | | | | | | | | | | | |
| 8. Organize a vocational advisory committee | 6 | 9 | 5 | | 1 | | 7 | 13 | 1 | 1 | 12 | 1 | 7 | 1 | 11 | 8 | 1 |
| 8-a. Outline procedure to organize an advisory committee | | | | | | | | | | | | | | | | | |
| 8-b. Explain procedure for organizing an advisory committee | | | | | | | | | | | | | | | | | |
| 8-c. Employ procedure in identifying roles and functions of advisory committee | | | | | | | | | | | | | | | | | |
| 8-d. Discriminate among the roles and functions for administrative approval of committee | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 9. Select vocational advisory committee members | 7 | 8 | 5 | | 1 | 1 | 3 | 15 | 2 | 1 | 12 | 1 | 7 | 14 | 6 | 1 | |
| 9-a. Identify criteria for selecting committee members | | | | | | | | | | | | | | | | | |
| 9-b. Explain criteria for selecting committee members | | | | | | | | | | | | | | | | | |
| 9-c. Use criteria in selecting potential committee members | | | | | | | | | | | | | | | | | |
| 9-d. Discriminate among potential committee members | | | | | | | | | | | | | | | | | |
| 9-e. Compile selected list of potential committee members for administrative approval | | | | | | | | | | | | | | | | | |
| 10. Conduct a vocational advisory committee | | 7 | 4 | 2 | 2 | | 12 | 7 | 2 | 2 | 14 | 5 | | 2 | 11 | 7 | 1 |
| 10-a. Outline criteria for conducting committee meetings | | | | | | | | | | | | | | | | | |
| 10-b. Interpret criteria for conducting meetings | | | | | | | | | | | | | | | | | |
| 10-c. Employ criteria for conducting meeting in developing agenda | | | | | | | | | | | | | | | | | |
| 10-d. Determine sequential steps in conducting meeting | | | | | | | | | | | | | | | | | |
| 11. Organize an interdisciplinary team | 17 | 3 | 1 | | | 2 | 10 | 9 | | 2 | 11 | 8 | | 3 | 17 | 1 | |
| 11-a. Outline procedure to organize an interdisciplinary team | | | | | | | | | | | | | | | | | |
| 11-b. Explain procedure to organize an interdisciplinary team | | | | | | | | | | | | | | | | | |
| 11-c. Employ procedure to identify roles and functions of interdisciplinary team | | | | | | | | | | | | | | | | | |
| 11-d. Discriminate among roles and functions of interdisciplinary team for administrative approval | | | | | | | | | | | | | | | | | |

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ROLE I - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 12. Select interdisciplinary team members | 18 | 3 | | | | | 5 | 16 | | 12 | 1 | 8 | | 3 | 18 | | |
| 12.a. Identify criteria for selecting interdisciplinary team members | | | | | | | | | | | | | | | | | |
| 12-b. Explain criteria for selecting interdisciplinary team members | | | | | | | | | | | | | | | | | |
| 12-c. Use criteria in selecting potential interdisciplinary team members | | | | | | | | | | | | | | | | | |
| 12-d. Discriminate among potential team members | | | | | | | | | | | | | | | | | |
| 12-e. Compile selected list of potential team members for final selection | | | | | | | | | | | | | | | | | |
| 13. Design orientation process for interdisciplinary team members | 14 | 7 | | | | 1 | 10 | 10 | | 3 | 9 | 1 | 7 | 5 | 14 | 1 | 1 |
| 13-a. Identify elements of process to orient team members | | | | | | | | | | | | | | | | | |
| 13-b. Describe elements of process to orient team members | | | | | | | | | | | | | | | | | |
| 13-c. Employ elements in identifying information to be transmitted | | | | | | | | | | | | | | | | | |
| 13-d. Categorize elements by sequential time allotments | | | | | | | | | | | | | | | | | |
| 14. Categorize learner to be served by Program | 19 | 2 | | | | 1 | 6 | 14 | | 5 | 10 | 1 | 5 | 8 | 13 | | |
| 14-a. Define characteristics of learners to be served | | | | | | | | | | | | | | | | | |
| 14-b. Identify handicapping conditions to be included | | | | | | | | | | | | | | | | | |
| 14-c. Describe learners' characteristics and handicapping conditions | | | | | | | | | | | | | | | | | |
| 14-d. Relate learners' characteristics to handicapping conditions | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 15. Design learner referral methods | 16 | 5 | | | | 1 | 6 | 14 | | 6 | 8 | | 7 | 9 | 8 | 4 | |
| 15-a. List possible referral methods | | | | | | | | | | | | | | | | | |
| 15-b. Explain possible referral methods | | | | | | | | | | | | | | | | | |
| 15-c. Relate possible referral methods to local system | | | | | | | | | | | | | | | | | |
| 15-d. Discriminate among referral methods | | | | | | | | | | | | | | | | | |
| 16. Formulate learner selection criteria | 15 | 5 | 1 | | | 1 | 3 | 17 | | 8 | 6 | 1 | 6 | 9 | 9 | 3 | |
| 16-a. Outline elements of learner selection criteria | | | | | | | | | | | | | | | | | |
| 16-b. Describe elements of selection criteria | | | | | | | | | | | | | | | | | |
| 16-c. Relate elements to selection criteria to local system's policies and time lines | | | | | | | | | | | | | | | | | |
| 16-d. Discriminate among elements of learner selection criteria | | | | | | | | | | | | | | | | | |
| 17. Select learners to be served by program | 21 | | | | | 5 | 6 | 10 | | 4 | 10 | 1 | 6 | 7 | 12 | 2 | |
| 17-a. Identify potential learners from referral system | | | | | | | | | | | | | | | | | |
| 17-b. Differentiate potential learners by degree of handicapping condition(s) | | | | | | | | | | | | | | | | | |
| 17-c. Relate potential identified learners to selection criteria | | | | | | | | | | | | | | | | | |
| 17-d. Discriminate among potential learners | | | | | | | | | | | | | | | | | |
| 17-e. Organize potential learners in priority | | | | | | | | | | | | | | | | | |
| 18. Relate local program to administration and faculty | 16 | 5 | | | | 4 | 6 | 11 | | 2 | 12 | 1 | 6 | 7 | 11 | 3 | |
| 18-a. Define components of local program | | | | | | | | | | | | | | | | | |
| 18-b. Outline procedures for implementation | | | | | | | | | | | | | | | | | |
| 18-c. Interpret program components and procedures for implementation | | | | | | | | | | | | | | | | | |

ROLE I - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | | 1 | 2 | 3 | 4 |
| 19. Relate local program to selected service agencies | 11 | 9 | 1 | | | 2 | 14 | 5 | | 2 | 6 | 1 | 12 | 5 | 13 | 3 | |
| 19-a. Define components of local program | | | | | | | | | | | | | | | | | |
| 19-b. Outline ways agencies can assist and be assisted | | | | | | | | | | | | | | | | | |
| 19-c. Recognize limitations of local program and agencies | | | | | | | | | | | | | | | | | |
| 20. Select resource persons in system to assist with program | 13 | 7 | 1 | | | 1 | 12 | 8 | 8 | 2 | 9 | 2 | 8 | 7 | 14 | | |
| 20-a. Identify the professional skills of resource persons needed | | | | | | | | | | | | | | | | | |
| 20-b. Interpret professional skills by job description | | | | | | | | | | | | | | | | | |
| 20-c. Relate needed professional skills to existing system staff | | | | | | | | | | | | | | | | | |
| 20-d. Discriminate among staff by needed professional skills | | | | | | | | | | | | | | | | | |
| 20-e. Compile selected list of prospective resource persons | | | | | | | | | | | | | | | | | |
| 21. Compile a list of potential training and job placement resources in community | 12 | 7 | 2 | | | 5 | 8 | 8 | 9 | 2 | 8 | 2 | 9 | 2 | 18 | 1 | |
| 21-a. Acquire a listing of training and job placement resources in community | | | | | | | | | | | | | | | | | |
| 21-b. Identify criteria for listing potential training and job placement resources | | | | | | | | | | | | | | | | | |
| 21-c. Explain criteria for listing potential training and job placement resources | | | | | | | | | | | | | | | | | |
| 21-d. Relate acquired list of resources to criteria for listing training and job placement resources | | | | | | | | | | | | | | | | | |
| 21-e. Discriminate among acquired list | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 22. Develop a list of required instructional materials, supplies, and equipment | 16 | 3 | | 2 | | 3 | 6 | 12 | | 1 | 4 | 16 | | 6 | 14 | 1 | |
| 22-a. Identify instructional material, supplies, and equipment required | | | | | | | | | | | | | | | | | |
| 22-b. Describe each item required | | | | | | | | | | | | | | | | | |
| 23. Detect available and accessable instructional materials, supplies, and equipment in school | 9 | 8 | 4 | | | 3 | 9 | 9 | | 6 | 2 | 13 | | 5 | 15 | 1 | |
| 23-a. Acquire list of all instructional materials, supplies, and equipment in school | | | | | | | | | | | | | | | | | |
| 23-b. Interpret list of instructional materials, supplies, and equipment for program use | | | | | | | | | | | | | | | | | |
| 23-c. Relate available and accessible instructional materials, supplies, and equipment to required program list | | | | | | | | | | | | | | | | | |
| 24. Assist in selecting physical facilities (Classroom & office) | 10 | 4 | 5 | 1 | 1 | 2 | 17 | 2 | | | 10 | | 9 | 5 | 13 | 1 | |
| 24-a. Identify design and contents of physical facilities required | | | | | | | | | | | | | | | | | |
| 24-b. Define physical facilities needed | | | | | | | | | | | | | | | | | |
| 24-c. Relate design and content of physical facilities required to local school setting | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
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ROLE II - INCORPORATES ADMINISTRATIVE STRATEGIES FOR PROGRAM

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 25. Compile individual learner's personal folder | 13 | 8 | | | | 6 | 11 | 4 | | 1 | 7 | | 13 | 5 | 16 | | |
| 25-a. Identify types of records to be included in folder | | | | | | | | | | | | | | | | | |
| 25-b. Summarize type of information to be placed on records | | | | | | | | | | | | | | | | | |
| 25-c. Relate identified records to existing permanent records | | | | | | | | | | | | | | | | | |
| 25-d. Recognize additional records and information to be included in folder | | | | | | | | | | | | | | | | | |
| 26. Maintain learner's program records | 15 | 5 | 1 | | | 8 | 13 | | | 1 | 7 | | 13 | 1 | 18 | 2 | |
| 26-a. List records to be maintained | | | | | | | | | | | | | | | | | |
| 26-b. Conclude information to be collected | | | | | | | | | | | | | | | | | |
| 27. Prepare learner's progress reports | 12 | 6 | 2 | | | 4 | 16 | | | 1 | 7 | 1 | 13 | 2 | 17 | 1 | |
| 27-a. Identify information to be included on report | | | | | | | | | | | | | | | | | |
| 27-b. Conclude type of progress report form to use | | | | | | | | | | | | | | | | | |
| 27-c. Use form to obtain learner's progress information | | | | | | | | | | | | | | | | | |
| 28. Prepare program records and reports | 11 | 8 | 2 | | | 6 | 12 | 3 | | 1 | 8 | 3 | 9 | 2 | 19 | | |
| 28-a. Identify records and reports to be prepared | | | | | | | | | | | | | | | | | |
| 28-b. Summarize information to be collected and reported | | | | | | | | | | | | | | | | | |
| 28-c. Relate information to be collected to program | | | | | | | | | | | | | | | | | |
| 28-d. Categorize information collected on program | | | | | | | | | | | | | | | | | |
| 29. Employ a record and information filing system | 8 | 6 | 6 | 1 | | 7 | 13 | 10 | 1 | | 11 | | 9 | 2 | 17 | 1 | |
| 29-a. Outline procedure for filing records and information | | | | | | | | | | | | | | | | | |
| 29-b. Explain procedure for filing records and information | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 30. Interpret records and reports for self and others | 8 | 10 | 2 | 1 | | 6 | 13 | 2 | | | 8 | 1 | 11 | 3 | 17 | | |
| 30-a. List records and reports to be interpreted | | | | | | | | | | | | | | | | | |
| 30-b. Define persons who will need records and reports interpreted | | | | | | | | | | | | | | | | | |
| 31. Disseminate periodical program reports to appropriate persons | 7 | 8 | 3 | 2 | 1 | 1 | 11 | 7 | 2 | | 12 | | 7 | 2 | 16 | 1 | |
| 31-a. Identify appropriate persons to receive program reports | | | | | | | | | | | | | | | | | |
| 31-b. Explain dissemination procedures | | | | | | | | | | | | | | | | | |
| 32. Determine reference materials that should be added | 3 | 8 | 9 | 1 | | 2 | 5 | 13 | 1 | | 7 | 2 | 12 | 2 | 16 | 3 | |
| 32-a. List all reference materials that should be included in the library (cost considered) | | | | | | | | | | | | | | | | | |
| 32-b. Summarize reference materials currently in library which relate to the program | | | | | | | | | | | | | | | | | |
| 32-c. Relate the list of suggested reference materials to library resources | | | | | | | | | | | | | | | | | |
| 32-d. Differentiate between the two lists of reference materials | | | | | | | | | | | | | | | | | |
| 33. Prepare purchase request and/or requisition for materials, supplies, or equipment | 10 | 8 | 3 | | | | 14 | 7 | | 1 | 12 | | 8 | 3 | 17 | 1 | |
| 33-a. Acquire a copy of all forms required local and/or state | | | | | | | | | | | | | | | | | |
| 34-b. Explain procedure for completing each form, local and/or state | | | | | | | | | | | | | | | | | |
| 34-c. Employ procedure in completing form for a given time | | | | | | | | | | | | | | | | | |
| 34-d. Analyze the completed forms to detect mistakes or incompleteness | | | | | | | | | | | | | | | | | |

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| COMPETENCES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 34. Maintain an inventory of materials, supplies, and equipment | 6 | 9 | 3 | 3 | | | 8 | 13 | | | 9 | 1 | 11 | 1 | 18 | 2 | |
| 34-a. Outline procedural steps for inventorying materials, supplies, and equipment | | | | | | | | | | | | | | | | | |
| 34-b. Describe the time frame for each procedural step in the inventory | | | | | | | | | | | | | | | | | |
| 35. Prepare travel expense statements for reimbursement | 11 | 6 | 3 | 1 | | | 21 | | | 1 | 12 | | 8 | 5 | 16 | | |
| 35-a. Acquire forms to be utilized, local and state | | | | | | | | | | | | | | | | | |
| 35-b. Describe information to be included on forms | | | | | | | | | | | | | | | | | |
| 35-c. Relate information to forms | | | | | | | | | | | | | | | | | |
| 35-d. Detect incomplete or incorrect information | | | | | | | | | | | | | | | | | |
| 36. Organize reference center in classroom or office | 6 | 11 | 3 | 1 | | 3 | 12 | 5 | 1 | | 7 | 5 | 9 | | 19 | 2 | |
| 36-a. Identify materials and equipment required for the center | | | | | | | | | | | | | | | | | |
| 36-b. Summarize physical requirement for the center | | | | | | | | | | | | | | | | | |
| 36-c. Relate physical requirements to local classroom or office | | | | | | | | | | | | | | | | | |
| 36-d. Recognize modifications or adaptions required | | | | | | | | | | | | | | | | | |
| 37. Formulate a proposal for additional funding | 8 | 3 | 9 | 1 | | 4 | 16 | 1 | | | 15 | | 6 | 1 | 14 | 4 | 2 |
| 37-a. Outline procedure for writing specific proposal | | | | | | | | | | | | | | | | | |
| 37-b. Explain local program needs related to proposal | | | | | | | | | | | | | | | | | |
| 37-c. Relate proposal specification to local program needs | | | | | | | | | | | | | | | | | |
| 37-d. Recognize specific information describing local program | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 38. Modify physical facilities for more effective learning | 10 | 7 | 4 | | | 3 | 8 | 10 | | 1 | 8 | 2 | 10 | 2 | 18 | 1 | |
| 38-a. Be familiar with physical facilities | | | | | | | | | | | | | | | | | |
| 38-b. Explain the physical facilities needed by program | | | | | | | | | | | | | | | | | |
| 38-c. Relate existing physical facilities to program needs | | | | | | | | | | | | | | | | | |
| 38-d. Recognize modification required in physical facilities for more effective learning | | | | | | | | | | | | | | | | | |
| 39. Modify instructional materials and equipment for individual learner's needs | 14 | 6 | 1 | | | 10 | 10 | 1 | | | 8 | 5 | 8 | | 20 | 1 | |
| 39-a. Identify individual learner's needs | | | | | | | | | | | | | | | | | |
| 39-b. Describe material and equipment required to meet individual learner's needs | | | | | | | | | | | | | | | | | |
| 39-c. Relate individual learner's needs to existing materials and equipment | | | | | | | | | | | | | | | | | |
| 39-d. Recognize modifications required for both materials and equipment | | | | | | | | | | | | | | | | | |
| 40. Develop procedure for maintenance of equipment and materials | 5 | 7 | 6 | 2 | 1 | 1 | 8 | 12 | | | 9 | | 12 | 3 | 15 | 2 | 1 |
| 40-a. List equipment and materials which need periodic maintenance | | | | | | | | | | | | | | | | | |
| 40-b. Describe maintenance required for items listed | | | | | | | | | | | | | | | | | |
| 40-c. Employ local system's procedure in planning for maintenance needs | | | | | | | | | | | | | | | | | |
| 40-d. Recognize priorities for each item listed | | | | | | | | | | | | | | | | | |
| 41. Formulate program policies for involved individuals | 8 | 11 | 2 | | | 2 | 7 | 12 | | | 12 | 1 | 8 | 2 | 18 | 1 | |
| 41-a. Recall program components | | | | | | | | | | | | | | | | | |
| 41-b. Describe each component | | | | | | | | | | | | | | | | | |
| 41-c. Examine components for policy needs | | | | | | | | | | | | | | | | | |
| 41-d. Infer specific policy needs | | | | | | | | | | | | | | | | | |

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| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 42. Relate program policies to involved individuals | 12 | 8 | 1 | | | 3 | 13 | 5 | | | 12 | 4 | 5 | 2 | 17 | 2 | |
| 42-a. Identify individuals who should be involved | | | | | | | | | | | | | | | | | |
| 42-b. Interpret program policies | | | | | | | | | | | | | | | | | |
| 43. Compiles program procedures and regulations to be adhered to by learner | 12 | 7 | 2 | | | 2 | 9 | 10 | | 2 | 10 | | 9 | 2 | 17 | 2 | |
| 43-a. List approved procedures and regulations for local program | | | | | | | | | | | | | | | | | |
| 43-b. Summarize listed procedures and regulations | | | | | | | | | | | | | | | | | |
| 43-c. Relate procedure and regulations to administration | | | | | | | | | | | | | | | | | |
| 43-d. Discriminate among listed procedures and regulations | | | | | | | | | | | | | | | | | |
| 44. Relate program procedures and regulations to learners | 10 | 8 | 3 | | | 5 | 7 | 9 | | 1 | 5 | 8 | 7 | 2 | 18 | 1 | |
| 44-a. Be familiar with program procedures and regulations | | | | | | | | | | | | | | | | | |
| 44-b. Describe program procedures and regulations | | | | | | | | | | | | | | | | | |
| 45. Formulate acceptable behavior standard for learners | 13 | 4 | 3 | | | 5 | 10 | 5 | | | 11 | 3 | 6 | 2 | 17 | 1 | |
| 45-a. Acquire a copy of school policy regarding acceptable standards for learners' behavior | | | | | | | | | | | | | | | | | |
| 45-b. Explain specifc program needs relating to acceptable standards for learners' behavior | | | | | | | | | | | | | | | | | |
| 45-c. Relate program needs to school policy | | | | | | | | | | | | | | | | | |
| 45-d. Discriminate between program needs for acceptable standards for learners' behavior and school policy | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF VALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 46. Develop procedures to enhance the learning environment | 13 | 7 | 1 | | | 9 | 8 | 4 | | 2 | 9 | 2 | 8 | 2 | 18 | 1 | |
| 46-a. Be familiar with classroom management techniques | | | | | | | | | | | | | | | | | |
| 46-b. Describe types of classroom management techniques acceptable by local system | | | | | | | | | | | | | | | | | |
| 46-c. Relate management techniques to local system procedure | | | | | | | | | | | | | | | | | |
| 46-d. Differentiate between management techniques and local school procedures | | | | | | | | | | | | | | | | | |
| 47. Develop safety procedures for learners | 9 | 9 | 2 | 1 | | 4 | 8 | 9 | | 1 | 9 | 3 | 8 | 4 | 16 | 1 | |
| 47-a. List all safety precautions to be adhered to by learners | | | | | | | | | | | | | | | | | |
| 47-b. Explain each safety precaution listed | | | | | | | | | | | | | | | | | |
| 47-c. Relate safety precautions to all instructional methods | | | | | | | | | | | | | | | | | |
| 47-d. Categorize safety precautions by instructional methods | | | | | | | | | | | | | | | | | |
| 48. Formulate procedures for learners to check-out mate- | 7 | 5 | 6 | 3 | | 5 | 6 | 10 | | | 6 | 3 | 12 | 1 | 17 | 3 | |
| 48-a. Identify items which can be checked-out | | | | | | | | | | | | | | | | | |
| 48-b. Explain various check-out procedures | | | | | | | | | | | | | | | | | |
| 48-c. Relate various chec-out procedures to identified items | | | | | | | | | | | | | | | | | |
| 48-d. Choose check-out procedures for specific items | | | | | | | | | | | | | | | | | |

ROLE II - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 49. Develop policies for involving resource personnel | 11 | 6 | 3 | 1 | | 1 | 7 | 12 | 1 | | 11 | 1 | 8 | 1 | 18 | 1 | |
| 49-a. List types of policies to be adhered to | | | | | | | | | | | | | | | | | |
| 49-b. Describe each policy | | | | | | | | | | | | | | | | | |
| 49-c. Classify policies by types of resource persons | | | | | | | | | | | | | | | | | |
| 49-d. Recognize all policies related to resource person | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
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## ROLE III - FORMULATE INSTRUCTIONAL DESIGN

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 50. Develop instructional goals | 14 | 6 | | | | 1 | 7 | 12 | | 1 | 10 | 1 | 8 | 3 | 14 | 3 | |
| 50-a. Recall specific program goals | | | | | | | | | | | | | | | | | |
| 50-b. Interpret specific program goals | | | | | | | | | | | | | | | | | |
| 50-c. Utilize specific program goals to predict instructional goals | | | | | | | | | | | | | | | | | |
| 50-d. Discriminate among predicted goals | | | | | | | | | | | | | | | | | |
| 51. Develop instructional objectives | 17 | 4 | | | | 2 | 12 | 7 | | 2 | 8 | | 11 | 3 | 14 | 4 | |
| 51-a. Recall instructional goals | | | | | | | | | | | | | | | | | |
| 51-b. Interpret instructional goals | | | | | | | | | | | | | | | | | |
| 51-c. Utilize instructional goals to predict instructional goals | | | | | | | | | | | | | | | | | |
| 51-d. Discriminate among predicted goals | | | | | | | | | | | | | | | | | |
| 52. Prepare a program of study | 18 | 3 | | | | 2 | 8 | 11 | | 1 | 11 | 2 | 7 | 3 | 14 | 4 | |
| 52-a. Review instructional objectives | | | | | | | | | | | | | | | | | |
| 52-b. Associate instructional areas to objectives | | | | | | | | | | | | | | | | | |
| 52-c Relate instructional areas to instructional methods | | | | | | | | | | | | | | | | | |
| 52-d. Distinguish among instructional areas and instructional methods | | | | | | | | | | | | | | | | | |
| 53. Diagnose individual learner's handicapping condition(s) | 19 | 2 | | | | 2 | 10 | 9 | | | 9 | 1 | 11 | 2 | 18 | 1 | |
| 53-a. Recall individual learner's handicapping condition(s) | | | | | | | | | | | | | | | | | |
| 53-b. Describe individual learner's handicapping condition(s) | | | | | | | | | | | | | | | | | |
| 53-c. Examine individual learner's handicapping condition(s) | | | | | | | | | | | | | | | | | |
| 53-d. Determine level of functional ability | | | | | | | | | | | | | | | | | |
| 53-e. Specify maximum functional level | | | | | | | | | | | | | | | | | |

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| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 54. Determine individual learner's educational needs | 17 | 4 | | | | 3 | 13 | 5 | | 1 | 8 | 2 | 10 | 2 | 17 | 2 | |
| 54-a. Be familiar with recommended assessment instruments | | | | | | | | | | | | | | | | | |
| 54-b. Explain how to administer instruments and translate data | | | | | | | | | | | | | | | | | |
| 54-c. Employ recommended assessment instruments | | | | | | | | | | | | | | | | | |
| 54-d. Analyze collected data | | | | | | | | | | | | | | | | | |
| 54-e. Compile analyzed data for each learner | | | | | | | | | | | | | | | | | |
| 55. Organize results from assessment instruments into profile form | 9 | 10 | 2 | | | 1 | 10 | 10 | | | 10 | | 11 | | 20 | 1 | |
| 55-a. Recall results from assessment instruments | | | | | | | | | | | | | | | | | |
| 55-b. Interpret results from assessment instruments | | | | | | | | | | | | | | | | | |
| 56. Appraise individual learner's profile | 9 | 9 | 1 | 1 | | 3 | 12 | 5 | | | 9 | 1 | 10 | | 19 | 1 | |
| 56-a. Recall individual learner's profile | | | | | | | | | | | | | | | | | |
| 56-b. Explain individual learner's profile | | | | | | | | | | | | | | | | | |
| 56-c. Examine individual learner's profile | | | | | | | | | | | | | | | | | |
| 56-d. Analyze individual learner's profile | | | | | | | | | | | | | | | | | |
| 56-e. Synthesize individual learner's profile | | | | | | | | | | | | | | | | | |
| 57. Determine learners readiness for instruction | 13 | 8 | | | | 6 | 12 | 3 | | 1 | 6 | 1 | 13 | 1 | 19 | 1 | |
| 57-a. Recall appraisal of individual learner's profile | | | | | | | | | | | | | | | | | |
| 57-b. Interpret appraisal of individual learner's profile | | | | | | | | | | | | | | | | | |
| 57-c. Relate profile appraisal to *atypical results | | | | | | | | | | | | | | | | | |
| 57-d. Analyze for conformation of atypical results | | | | | | | | | | | | | | | | | |
| 57-e. Synthesize the atypical results | | | | | | | | | | | | | | | | | |

*atypical - a child or trait that in some way differs to a marked degree from others of a specific type, class, or category.

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 58. Utilize qualified persons or agencies to diagnose atypical learners | 15 | 5 | 1 | | | 4 | 12 | 5 | | 1 | 13 | 2 | 5 | 1 | 17 | 3 | |
| 58-a. Recall atypical learners | | | | | | | | | | | | | | | | | |
| 58-b. Identify qualified persons or agencies to diagnose atypical learners | | | | | | | | | | | | | | | | | |
| 58-c. Differentiate among qualified person or agency | | | | | | | | | | | | | | | | | |
| 59. Develop procedure for meeting the needs of individual learners by instructional prescription | 15 | 6 | | | | 3 | 12 | 6 | | 1 | 10 | 4 | 6 | 1 | 18 | 2 | |
| 59-a. Identify components for developing instructional prescriptions | | | | | | | | | | | | | | | | | |
| 59-b. Explain components for developing instructional prescriptions | | | | | | | | | | | | | | | | | |
| 59-c. Relate components to individual learner's needs | | | | | | | | | | | | | | | | | |
| 59-d. Detect possible components which do not meet individual learner's needs | | | | | | | | | | | | | | | | | |
| 60. Examine individual learner's assessment data | 12 | 9 | | | | 6 | 10 | 4 | | | 10 | | 10 | | 17 | 3 | |
| 60-a. Recall individual learner's assessment data | | | | | | | | | | | | | | | | | |
| 60-b. Summarize individual learner's assessment data | | | | | | | | | | | | | | | | | |
| 61. Examine existing instructional options | 11 | 9 | 1 | | | 4 | 12 | 5 | | | 9 | 2 | 10 | | 20 | 1 | |
| 61-a. Identify existing instructional options | | | | | | | | | | | | | | | | | |
| 61-b. Describe each existing instructional option | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 62. Determine academic functioning level for entry into selected intellectual options | 12 | 8 | | | | 2 | 13 | 5 | | 1 | 7 | 1 | 11 | 1 | 17 | 2 | |
| 62-a. Recall existing instructional options | | | | | | | | | | | | | | | | | |
| 62-b. Differentiate between in-school vocational clusters and out of school related options | | | | | | | | | | | | | | | | | |
| 62-c. Examine each selected instructional option to determine the academic functioning level | | | | | | | | | | | | | | | | | |
| 62-d. Analyze each selected instructional option to determine the academic functioning level | | | | | | | | | | | | | | | | | |
| 62-e. Compile academic functioning level results | | | | | | | | | | | | | | | | | |
| 63. Formulate individual personalized instructional | 16 | 5 | | | | 4 | 13 | 4 | | 2 | 7 | 3 | 9 | 1 | 19 | 1 | |
| 63-a. Recall components for developing individual personalized prescriptions. (1) Learner assessment results (2) Instructional options (3) Procedures | | | | | | | | | | | | | | | | | |
| 63-b. Summarize components for developing individual personalized instructional prescriptions | | | | | | | | | | | | | | | | | |
| 63-c. Relate learner's assessment results to instructional options | | | | | | | | | | | | | | | | | |
| 63-d. Detect instructional options which meet individual learner's needs | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
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## ROLE IV - SELECTS AND APPLIES INSTRUCTIONAL STRATEGIES

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 64. Develop procedure for selecting instructional strategies | 8 | 11 | 1 | 1 | | 6 | 10 | 5 | | 2 | 11 | | 8 | 3 | 17 | 1 | |
| 64-a. Recall instructional objectives | | | | | | | | | | | | | | | | | |
| 64-b. Be familiar with a variety of instructional strategies | | | | | | | | | | | | | | | | | |
| 64-c. Explain various instructional strategies | | | | | | | | | | | | | | | | | |
| 64-d. Relate various strategies to instructional objectives | | | | | | | | | | | | | | | | | |
| 64-e. Distinguish among instructional strategies for learning situation | | | | | | | | | | | | | | | | | |
| 65. Apply procedure for selecting instructional strategies | 11 | 7 | 2 | 1 | | 9 | 8 | 4 | | 1 | 13 | 2 | 5 | | 19 | 2 | |
| 65-a. Recall procedure for selecting instructional strategies | | | | | | | | | | | | | | | | | |
| 65-b. Summarize selection procedure | | | | | | | | | | | | | | | | | |
| 66. Utilize remedial instruction | 18 | 1 | 2 | | | 11 | 9 | 1 | | 1 | 9 | 2 | 9 | 1 | 19 | 1 | |
| 66-a. Recognize learners needing remedial instruction from assessment profile | | | | | | | | | | | | | | | | | |
| 66-b. Describe methods to be used for remediation | | | | | | | | | | | | | | | | | |
| 67. Apply team teaching technique | 9 | 5 | 5 | 2 | | 8 | 8 | 5 | | 1 | 12 | 1 | 7 | | 20 | 1 | |
| 67-a. Identify persons to be used in team teaching | | | | | | | | | | | | | | | | | |
| 67-b. Explain role of each teacher | | | | | | | | | | | | | | | | | |
| 68. Apply personalized instruction | 15 | 5 | 1 | | | 13 | 8 | | | 2 | 10 | 2 | 7 | 1 | 18 | 2 | |
| 68-a. Identify needs of individual learner | | | | | | | | | | | | | | | | | |
| 68-b. Explain procedures to be used to meet needs | | | | | | | | | | | | | | | | | |

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| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 69. Apply role playing strategy | 9 | 6 | 4 | 1 | | 8 | 12 | | | 1 | 7 | 4 | 8 | 1 | 17 | 2 | |
| 69-a. Define role to be performed | | | | | | | | | | | | | | | | | |
| 69-b. Explain how role should be performed | | | | | | | | | | | | | | | | | |
| 69-c. Interpret role playing situations | | | | | | | | | | | | | | | | | |
| 70. Employ a panel discussion | 7 | 1 | 7 | 6 | | 3 | 13 | 2 | 2 | | 7 | 5 | 8 | 1 | 17 | 2 | |
| 70-a. Identify panel members | | | | | | | | | | | | | | | | | |
| 70-b. Identify information to be discussed | | | | | | | | | | | | | | | | | |
| 70-c. Describe duties of panel members | | | | | | | | | | | | | | | | | |
| 71. Utilize conference technique | 5 | 8 | 5 | 3 | | 5 | 9 | 5 | 2 | 10 | 3 | 7 | | | 17 | 3 | |
| 71-a. Identify person(s) to be included | | | | | | | | | | | | | | | | | |
| 71-b. Identify topic of conference | | | | | | | | | | | | | | | | | |
| 71-c. Explain purpose of conference | | | | | | | | | | | | | | | | | |
| 72. Utilize group discussion | 7 | 7 | 5 | 1 | | 8 | 11 | 1 | | 8 | 3 | 7 | | 2 | 17 | 1 | |
| 72-a. Identify members to be included in discussion | | | | | | | | | | | | | | | | | |
| 72-b. List information to be discussed | | | | | | | | | | | | | | | | | |
| 72-c. Explain purpose of discussion | | | | | | | | | | | | | | | | | |
| 73. Utilize field trip | 7 | 7 | 7 | | | 1 | 19 | 1 | | | 7 | 8 | 6 | 1 | 19 | 1 | |
| 73-a. List potential businesses and agencies in community for field trips | | | | | | | | | | | | | | | | | |
| 73-b. Define purpose of field trip to business or agencies | | | | | | | | | | | | | | | | | |
| 73-c. Summarize to the business personnel the desired learning experiences of the field trip | | | | | | | | | | | | | | | | | |
| 74. Use supervised group study | 5 | 8 | 7 | 1 | | 7 | 12 | 2 | | | 10 | 3 | 8 | 1 | 17 | 3 | |
| 74-a. Identify learners in group activity | | | | | | | | | | | | | | | | | |
| 74-b. Identify activities to be employed | | | | | | | | | | | | | | | | | |
| 74-c. Explain learner's roles in group study | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 75. Use independent study techniques | 7 | 8 | 4 | 2 | | 7 | 11 | 2 | 1 | | 9 | 3 | 9 | | 18 | 3 | |
| 75-a. List learners to participate in independent study | | | | | | | | | | | | | | | | | |
| 75-b. Identify location for independent study activities | | | | | | | | | | | | | | | | | |
| 75-c. Prepare activities to assist learners | | | | | | | | | | | | | | | | | |
| 76. Use assignments for instruction | 7 | 8 | 4 | 2 | | 11 | 8 | 1 | 1 | 1 | 6 | 4 | 9 | | 17 | 3 | |
| 76-a. Identify types of assignments to be used | | | | | | | | | | | | | | | | | |
| 76-b. Describe how assignments are to be completed | | | | | | | | | | | | | | | | | |
| 76-c. Explain instruction related to assignments | | | | | | | | | | | | | | | | | |
| 77. Relate information by using audio-visual materials and equipment | 11 | 8 | 2 | | | 14 | 6 | 1 | | | 10 | 5 | 6 | 1 | 18 | 2 | |
| 77-a. Identify audio-visual materials and equipment available | | | | | | | | | | | | | | | | | |
| 77-b. Locate AV materials and equipment needed | | | | | | | | | | | | | | | | | |
| 77-c. Summarize AV material and equipment in relation to subject matter | | | | | | | | | | | | | | | | | |
| 78. Apply gaming techniques | 6 | 7 | 8 | | | 7 | 14 | | | | 9 | 4 | 8 | 1 | 18 | 2 | |
| 78-a. Define basic skill to be added by using games | | | | | | | | | | | | | | | | | |
| 78-b. Identify games to be used | | | | | | | | | | | | | | | | | |
| 78-c. Illustrate rules of games | | | | | | | | | | | | | | | | | |
| 79. Formulate classroom routines for learning | 9 | 10 | 2 | | | 13 | 6 | 2 | | | 6 | 5 | 10 | 1 | 18 | 2 | |
| 79-a. List alternatives available for classroom activities | | | | | | | | | | | | | | | | | |
| 79-b. Describe the design of each alternative | | | | | | | | | | | | | | | | | |
| 79-c. Construct classroom routines | | | | | | | | | | | | | | | | | |
| 79-d. Determine which alternative would be beneficial in a specific classroom situation | | | | | | | | | | | | | | | | | |

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ROLE IV - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 80. Develop an open, non-theatening environment | 18 | 3 | | | | 13 | 6 | 2 | | | 12 | 5 | 4 | 1 | 19 | 1 | |
| 80-a. Recall each learner's assessment profile | | | | | | | | | | | | | | | | | |
| 80-b. Describe goals for each learner | | | | | | | | | | | | | | | | | |
| 80-c. Observe situations in which each learner behaves in an acceptable manner | | | | | | | | | | | | | | | | | |
| 80-d. Analyze situations in which each learner behaves in an acceptable manner | | | | | | | | | | | | | | | | | |
| 81. Develop successful learning experiences for each learner | 18 | 3 | | | | 15 | 5 | 1 | | | 8 | 5 | 8 | 1 | 18 | 2 | |
| 81-a. Recall each learner's assessment profile | | | | | | | | | | | | | | | | | |
| 81-b. Describe goals for each learner | | | | | | | | | | | | | | | | | |
| 81-c. Observe situations in which each learner behaves in an acceptable manner | | | | | | | | | | | | | | | | | |
| 81-d. Analyze situations in which each learner behaves in an acceptable manner | | | | | | | | | | | | | | | | | |
| 82. Create conditions conducive to creativity | 10 | 9 | 2 | | | 13 | 8 | | | | 7 | 7 | 7 | | 19 | 2 | |
| 82-a. Identify learner ideas, input and inquiry | | | | | | | | | | | | | | | | | |
| 82-b. Recognize strategies conducive to the facilitation of creative activity | | | | | | | | | | | | | | | | | |
| 82-c. Summarize instructional strategies which promote individual learner response | | | | | | | | | | | | | | | | | |
| 82-d. Relate instructional strategies to individual learner ideas, input and inquiry | | | | | | | | | | | | | | | | | |
| 82-e. Categorize strategies for the facilitation of creativity | | | | | | | | | | | | | | | | | |
| 83. Relate teacher expectation to the learner | 11 | 9 | 1 | | | 7 | 14 | | | | 7 | 5 | 9 | | 17 | 4 | |
| 83-a. Identify classroom procedures to be used | | | | | | | | | | | | | | | | | |
| 83-b. Interpret school and classroom rules | | | | | | | | | | | | | | | | | |
| 83-c. Explain to the learner the goals set for them and the time for completion | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 84. Select activities which will encourage learners to aid other learners | 11 | 6 | 4 | | | 13 | 8 | | | | 5 | 6 | 10 | | 19 | 2 | |
| 84-a. List classroom procedures and instructional strategies which require group participation | | | | | | | | | | | | | | | | | |
| 84-b. Explain how each activity is to be conducted | | | | | | | | | | | | | | | | | |
| 84-c. Choose classroom procedures and instructional strategies which meet group needs | | | | | | | | | | | | | | | | | |
| 85. Select activities which will encourage learners to participate in competitive events | 10 | 3 | 6 | 1 | 1 | 9 | 8 | 3 | 1 | | 7 | 5 | 8 | 2 | 16 | 2 | |
| 85-a. List competitive activities available to the learner | | | | | | | | | | | | | | | | | |
| 85-b. Describe how each activity is to be conducted | | | | | | | | | | | | | | | | | |
| 85-c. Choose appropriate activity that meets individual learner needs | | | | | | | | | | | | | | | | | |
| 86. Apply non-verbal communication techniques | 5 | 9 | 7 | | | 10 | 10 | 1 | | 1 | 7 | 2 | 11 | 1 | 18 | 2 | |
| 86-a. List non verbal techniques available | | | | | | | | | | | | | | | | | |
| 86-b. Describe how each technique functions | | | | | | | | | | | | | | | | | |
| 87. Employ positive reward techniques | 9 | 12 | | | | 14 | 7 | | | 1 | 7 | 5 | 8 | | 19 | 2 | |
| 87-a. Identify a variety of positive reinfor ement techniques | | | | | | | | | | | | | | | | | |
| 87-b. Describe each positive reinforcement technique | | | | | | | | | | | | | | | | | |
| 88. Employ immediate feedback techniques with learners | 13 | 7 | 1 | | | 14 | 7 | | | | 8 | 5 | 8 | | 19 | 2 | |
| 88-a. List techniques for giving immediate feedback | | | | | | | | | | | | | | | | | |
| 88-b. Recognize how each technique functions | | | | | | | | | | | | | | | | | |

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| COMPETENCEIS AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 89. Employ situations which encourage learners to respond to questions | 9 | 10 | | | | 14 | 7 | | | 1 | 6 | 7 | 7 | | 18 | 3 | |
| 89-a. Identify situations which promote learner response | | | | | | | | | | | | | | | | | |
| 89-b. Describe to learner ways which they should respond | | | | | | | | | | | | | | | | | |
| 90. Analyze the verbal and non-verbal cues of learner behavior | 8 | 7 | 5 | 1 | | 14 | 6 | 1 | | | 6 | 3 | 12 | | 17 | 4 | |
| 90-a. Identify verbal and non-verbal cues | | | | | | | | | | | | | | | | | |
| 90-b. Recognize the meaning of verbal and non-verbal cues | | | | | | | | | | | | | | | | | |
| 90-c. Relate verbal and non-verbal cues to learner behavior | | | | | | | | | | | | | | | | | |
| 91. Apply project method for imparting instruction | 5 | 8 | 6 | 2 | | 4 | 10 | 5 | 2 | | 7 | 4 | 9 | 1 | 17 | 2 | |
| 91-a. Define project method of instruction | | | | | | | | | | | | | | | | | |
| 91-b. Explain project method to learners and involved personnel | | | | | | | | | | | | | | | | | |
| 92. Apply group method for imparting instruction | 6 | 9 | 5 | 1 | | 9 | 8 | 4 | | | 8 | 4 | 9 | 1 | 18 | 2 | |
| 92-a. Define group method of instruction | | | | | | | | | | | | | | | | | |
| 92-b. Explain group method to learners and involved personnel | | | | | | | | | | | | | | | | | |
| 93. Apply individualized method of imparting instruction | 15 | 6 | | | | 13 | 6 | 2 | | 2 | 9 | 3 | 7 | | 19 | 2 | |
| 93-a. Define individualized method of instruction | | | | | | | | | | | | | | | | | |
| 93-b. Explain individualized method to learners and involved personnel | | | | | | | | | | | | | | | | | |

ROLE IV - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 94. Apply problem solving or experimental method for imparting instruction | 5 | 9 | 7 | | | 6 | 14 | 1 | | 1 | 11 | 3 | 6 | 1 | 17 | 3 | |
| 94-a. Define problem solving or experimental method of instruction | | | | | | | | | | | | | | | | | |
| 94-b. Explain problem solving or experimental method to learners and involved personnel | | | | | | | | | | | | | | | | | |
| 95. Apply cooperative on-the-job method of imparting instruction | 12 | 8 | 1 | | | 6 | 14 | 1 | | 1 | 14 | 2 | 4 | | 18 | 2 | |
| 95-a. Define co-op on-the-job method of instruction | | | | | | | | | | | | | | | | | |
| 95-b. Explain co-op on-the-job method to learners and involved personnel | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
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## ROLE V - EVALUATES LEARNER PERFORMANCE AND PROGRESS

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 96. Plan procedure for evaluating learner performance | 14 | 7 | | | | 6 | 14 | 1 | | 3 | 6 | 2 | 10 | | 18 | 3 | |
| 96-a. Identify aspects of learner performance to be evaluated | | | | | | | | | | | | | | | | | |
| 96-b. Outline evaluation instruments and techniques (ie - employer interview, peer interview, test data, etc.) | | | | | | | | | | | | | | | | | |
| 96-c. Explain evaluation methods and techniques in terms of learner performance areas (ie - classroom, on-the-job, workshop, etc.) | | | | | | | | | | | | | | | | | |
| 96-d. Apply evaluateon techniques and instruments | | | | | | | | | | | | | | | | | |
| 96-e. Categorize evaluation data according to performance areas | | | | | | | | | | | | | | | | | |
| 97. Develop rationale for evaluation procedure for learners | 12 | 7 | 1 | 1 | | 3 | 8 | 10 | | 2 | 8 | | 11 | 1 | 18 | 2 | |
| 97-a. Recall evaluation procedure | | | | | | | | | | | | | | | | | |
| 97-b. Explain program objectives | | | | | | | | | | | | | | | | | |
| 97-c. Relate evaluation procedure to program objectives | | | | | | | | | | | | | | | | | |
| 97-d. Recognize program objectives that reflect evaluative procedures | | | | | | | | | | | | | | | | | |
| 98. Selects evaluative methods and instruments based on individual learner performance objectives | 15 | 5 | 1 | | | 3 | 12 | 6 | | 1 | 10 | 1 | 9 | 1 | 6 | 4 | |
| 98-a. Recall individual learner performance objectives | | | | | | | | | | | | | | | | | |
| 98-b. List learner performance areas to be evaluated | | | | | | | | | | | | | | | | | |
| 98-c. Recognize possible instruments and techniques for evaluation of performance areas | | | | | | | | | | | | | | | | | |
| 98-d. Relate evaluative methods and techniques to individual learner performance areas (objectives) | | | | | | | | | | | | | | | | | |
| 98-e. Analyze evaluative methods as to purpose and scope as related to measurement of performance | | | | | | | | | | | | | | | | | |
| 98-f. Compile evaluative instruments and techniques into categories relating to learner performance | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 99. Prepare evaluative methods and instruments for unique performance | 7 | 12 | 2 | | | 1 | 15 | 5 | | 1 | 11 | 1 | 8 | 2 | 18 | 1 | |
| 99-a. Recall individual learner performance objectives | | | | | | | | | | | | | | | | | |
| 99-b. Be familiar with short comings of available evaluative instruments and techniques | | | | | | | | | | | | | | | | | |
| 99-c. Summarize additional possible evaluative methods and techniques | | | | | | | | | | | | | | | | | |
| 99-d. Relate unique evaluative methods and techniques to learner performance areas | | | | | | | | | | | | | | | | | |
| 99-e. Organize unique evaluative instruments and techniques with regard to learner performance objectives | | | | | | | | | | | | | | | | | |
| 100. Evaluate student's performance in relation to instructional objectives | 12 | 9 | | | | 6 | 12 | 3 | | 1 | 9 | 2 | 9 | 2 | 19 | | |
| 100-a. Recall evaluation procedure | | | | | | | | | | | | | | | | | |
| 100-b. Recall learner instructional objectives | | | | | | | | | | | | | | | | | |
| 100-c. Identify appropriate techniques and instruments | | | | | | | | | | | | | | | | | |
| 100-d. Apply appropriate techniques and instruments to evaluate learner performance in regard to instructional objectives | | | | | | | | | | | | | | | | | |
| 100-e. Categorize evaluative data with regard to instructional objective | | | | | | | | | | | | | | | | | |
| 100-f. Plan for additions or modifications of instructional program based on evaluative data | | | | | | | | | | | | | | | | | |

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ROLE V - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 101. Evaluates students' work habits and personal traits | 16 | 4 | 1 | | | 5 | 16 | | | 1 | 7 | | 13 | | 19 | 2 | |
| 101-a. Identify student work habits and personal traits to be evaluated | | | | | | | | | | | | | | | | | |
| 101-b. Indicate methods of evaluating work habits and personal traits | | | | | | | | | | | | | | | | | |
| 101-c. Describe methods of evaluating work habits and personal traits | | | | | | | | | | | | | | | | | |
| 101-d. Collect information concerning learner work habits and personal traits | | | | | | | | | | | | | | | | | |
| 101-e. Organize information concerning learner work habits and personal traits | | | | | | | | | | | | | | | | | |
| 101-f. Compile evaluation data concerning learner work habits and personal trait information | | | | | | | | | | | | | | | | | |
| 102. Analyze evaluative data for each individual handicapped learner | 14 | 7 | | | | 3 | 10 | 8 | | 2 | 8 | 1 | 10 | 2 | 17 | 2 | |
| 102-a. Recall evaluative data | | | | | | | | | | | | | | | | | |
| 102-b. Summarize evaluative data | | | | | | | | | | | | | | | | | |
| 102-c. Relate the evaluative data obtained to learner performance objectives | | | | | | | | | | | | | | | | | |
| 103. Organize evaluative data for each individual handicapped learner | 14 | 6 | 1 | | | 3 | 10 | 8 | | 1 | 8 | 2 | 10 | 2 | 17 | 2 | |
| 103-a. Recall evaluative data | | | | | | | | | | | | | | | | | |
| 103-b. Interpret evaluative data | | | | | | | | | | | | | | | | | |
| 103-c. Categorize evaluative data according to learner performance objectives | | | | | | | | | | | | | | | | | |
| 103-d. Relate the evaluative data according to learner performance objectives | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 104. Devise procedure for interpreting evaluative information | 11 | 9 | 1 | | | 2 | 8 | 11 | | 2 | 8 | | 11 | 3 | 16 | 2 | |
| 104-a. Recall evaluation data from the various categories | | | | | | | | | | | | | | | | | |
| 104-b. Summarize evaluative information using appropriate categories | | | | | | | | | | | | | | | | | |
| 104-c. Relate evaluative data to learner performance objectives | | | | | | | | | | | | | | | | | |
| 104-d. Categorize evaluative data for interpretation to learners, parents, school personnel, etc. | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | | | | | | |
| _____ | | | | | | | | | | | | | | | | | |

## ROLE VI - PERFORM GUIDANCE AND COUNSELING FUNCTIONS WITH LEARNERS, PARENTS, AND TE CHERS

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 105. Organize appropriate strategies for providing guidance and counseling services | 14 | 5 | 2 | | | 5 | 13 | 3 | | | 10 | 2 | 9 | | 20 | 1 | |
| 105-a. Identify individuals to be involved (eg. learner, parents, teachers) | | | | | | | | | | | | | | | | | |
| 105-b. Be conscious of the purpose for the interaction (eg. job placement, vocational, academic, personal) | | | | | | | | | | | | | | | | | |
| 105-c. Recognize strategies appropriate to the purpose of the interaction | | | | | | | | | | | | | | | | | |
| 105-d. Employ strategies depending on specific purpose of the interaction | | | | | | | | | | | | | | | | | |
| 105-e. Determine appropriateness of strategy for meeting the purpose of the interaction | | | | | | | | | | | | | | | | | |
| 106. Select strategies which enable learners to develop self awareness | 13 | 7 | 1 | | | 12 | 8 | 1 | | | 6 | 4 | 11 | | 21 | | |
| 106-a. Be conscious of learner strengths and weaknesses | | | | | | | | | | | | | | | | | |
| 106-b. Identify counseling strengths which aid the learner to recognize their strengths and weaknesses | | | | | | | | | | | | | | | | | |
| 106-c. Prepare strategies to develop learner strengths and overcome learner weaknesses | | | | | | | | | | | | | | | | | |
| 106-d. Employ appropriate strategies when necessary | | | | | | | | | | | | | | | | | |
| 107. Relate effective pre-employment skills to learners | 16 | 5 | | | | 13 | 8 | | | | 7 | 6 | 8 | | 20 | 1 | |
| 107-a. Be familiar with a variety of pre-employment skills | | | | | | | | | | | | | | | | | |
| 107-b. Explain the importance of various pre-employment skills | | | | | | | | | | | | | | | | | |
| 107-c. Demonstrate various pre-employment skills to the learner | | | | | | | | | | | | | | | | | |

ROLE VI - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 108. Relate information on educational and employment opportunities and requirements to learners | 16 | 5 | | | | 10 | 9 | 1 | | 2 | 6 | 4 | 9 | 1 | 18 | 2 | |
| 108-a. Identify individual learner career interest | | | | | | | | | | | | | | | | | |
| 108-b. Recognize educational and employment requirement of appropriate occupations and/or post-secondary educ. | | | | | | | | | | | | | | | | | |
| 108-c. Explain educational and employment requirement/ opportunities to individual learners | | | | | | | | | | | | | | | | | |
| 109. Organize job placement activities | 13 | 7 | 1 | | | 7 | 12 | 2 | | | 12 | 1 | 8 | 1 | 18 | 1 | 1 |
| 109-a. Be familiar with employers and job placement possibilities | | | | | | | | | | | | | | | | | |
| 109-b. Identify learners available for employment | | | | | | | | | | | | | | | | | |
| 109-c. Distinguish among possible job positions depending on learner qualifications and abilities | | | | | | | | | | | | | | | | | |
| 109-d. Relate job possibilities to qualified learners | | | | | | | | | | | | | | | | | |
| 110. Recognize available in-school sources for providing counseling and guidance services | 12 | 6 | 3 | | | 8 | 9 | 4 | | 2 | 9 | 1 | 9 | 3 | 17 | 1 | |
| 110-a. Be conscious of learner need for additional counseling and guidance services | | | | | | | | | | | | | | | | | |
| 110-b. Identify appropriate in-school personnel (LD teachers, ED teachers, counselors, etc.) who could provide assistance | | | | | | | | | | | | | | | | | |
| 110-c. Differentiate among in-school personnel depending on learner needs | | | | | | | | | | | | | | | | | |
| 110-d. Relate learner needs to appropriate personnel | | | | | | | | | | | | | | | | | |

ROLE VI - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 111. Recognize non-school personnel and agencies for providing counseling and guidance services | 10 | 10 | 1 | | | 5 | 12 | 4 | | 1 | 9 | 1 | 10 | 2 | 17 | 2 | |
| 111-a. Be conscious of learner need for non-school counseling and guidance services | | | | | | | | | | | | | | | | | |
| 111-b. Identify services available from non-school sources | | | | | | | | | | | | | | | | | |
| 111-c. Differentiate among non-school personnel and agencies depending on learner needs | | | | | | | | | | | | | | | | | |
| 111-d. Relate learner needs to appropriate non-school personnel and agencies | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
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## ROLE VII - PARTICIPATES IN PUBLIC RELATION ACTIVITIES

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 112. Plan a public relations program | 11 | 8 | 2 | | | 4 | 10 | 7 | | | 13 | | 8 | 1 | 20 | | |
| 112-a. Identify persons and groups with whom a public relations effort would be beneficial | | | | | | | | | | | | | | | | | |
| 112-b. Identify various public relations technique | | | | | | | | | | | | | | | | | |
| 112-c. Explain purpose for public relations effort in terms of program goals | | | | | | | | | | | | | | | | | |
| 112-d. Choose appropriate techniques for use with persons and/or groups to achieve the purposes of the public relations effort | | | | | | | | | | | | | | | | | |
| 112-e. Analyze public relations technique to determine their appropriateness | | | | | | | | | | | | | | | | | |
| 113. Assist in development of public relations policies between the school and the community | 11 | 8 | 2 | | | 7 | 8 | 6 | | | 12 | | 9 | 1 | 19 | 1 | |
| 113-a. Identify school policies regarding program | | | | | | | | | | | | | | | | | |
| 113-b. Identify community policies toward school | | | | | | | | | | | | | | | | | |
| 113-c. Explain school and community policies | | | | | | | | | | | | | | | | | |
| 113-d. Relate school and community public relations policies to program public relations activities | | | | | | | | | | | | | | | | | |
| 113-e. Determine differences and/or similarities between policies of school/community and policies of the program | | | | | | | | | | | | | | | | | |
| 114. Assists with community, business, and industry sponsored activities | 8 | 7 | 6 | | | 5 | 10 | 6 | | | 10 | | 11 | 1 | 20 | | |
| 114-a. Be familiar with the community, business, and industry including activities sponsored by each | | | | | | | | | | | | | | | | | |
| 114-b. Describe community, business, and industry sponsored activities relating to the program | | | | | | | | | | | | | | | | | |

ROLE VII - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 115. Maintain effective relationships with community groups and/or individuals | 10 | 10 | 1 | | | 5 | 14 | 2 | | | 11 | | 10 | 1 | 20 | | |
| 115-a. Identify groups and individuals beneficial to program | | | | | | | | | | | | | | | | | |
| 115-b. Describe nature of these services or activities | | | | | | | | | | | | | | | | | |
| 115-c. Establish effective relationship with such groups or individuals | | | | | | | | | | | | | | | | | |
| 116. Organize public relations presentation | 10 | 7 | 4 | | | 2 | 10 | 9 | | 1 | 11 | 1 | 8 | 1 | 18 | 2 | |
| 116-a. Identify specific individuals and groups with whom a public relations presentation would be beneficial | | | | | | | | | | | | | | | | | |
| 116-b. Summarize specific subject matter related to the program that would be most pertinent to a particular individual or group and most important for them to be aware | | | | | | | | | | | | | | | | | |
| 116-c. Relate public relations presentation to the appropriate individual or group | | | | | | | | | | | | | | | | | |
| 117. Prepare releases for news media | 7 | 9 | 4 | 1 | | 2 | 14 | 5 | | | 12 | 1 | 8 | 1 | 19 | 1 | |
| 117-a. Identify specific media to which public relations program could most effectively be directed | | | | | | | | | | | | | | | | | |
| 117-b. Identify subject matter most appropriately handled by various news media | | | | | | | | | | | | | | | | | |
| 117-c. Summarize subject matter that would be used in each individual situation | | | | | | | | | | | | | | | | | |
| 117-d. Relate program subject matter to various news media | | | | | | | | | | | | | | | | | |
| 117-e. Categorize subject matter for presentation by appropriate news media | | | | | | | | | | | | | | | | | |

ROLE VII - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
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ROLE VIII - ESTABLISHES COOPERATIVE TRAINING STATION

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 118. Prepare profile of prospective coop training stations | 6 | 12 | 3 | | | 2 | 8 | 11 | | | 10 | | 11 | 1 | 14 | 6 | |
| 118-a. Recall listing of prospective coop training station | | | | | | | | | | | | | | | | | |
| 118-b. Recognize categories of coop training stations needed | | | | | | | | | | | | | | | | | |
| 118-c. Relate list of prospective coop training stations to categories | | | | | | | | | | | | | | | | | |
| 118-d. Categorize prospective coop training stations | | | | | | | | | | | | | | | | | |
| 119. Design procedure to interview prospective training sponsor | 8 | 10 | 3 | | | 3 | 5 | 13 | | 1 | 10 | | 10 | 1 | 15 | 5 | |
| 119-a. Identify information to be used in the interview of prospective training sponsor | | | | | | | | | | | | | | | | | |
| 119-b. Summarize information for the interview presentation | | | | | | | | | | | | | | | | | |
| 119-c. Relate summarized information to prospective training sponsor | | | | | | | | | | | | | | | | | |
| 119-d. Detect additional information required for individual differences of each training sponsor interviewed | | | | | | | | | | | | | | | | | |
| 120. Apply interview procedure to prospective coop training sponsors | 9 | 8 | 3 | | | 5 | 7 | 8 | | | 9 | 1 | 10 | | 16 | 3 | |
| 120-a. Identify prospective training sponsors on profile | | | | | | | | | | | | | | | | | |
| 120-b. Recall interview procedures for prospective coop training station sponsors | | | | | | | | | | | | | | | | | |
| 120-c. Summarize information on selected prospective coop training station sponsors | | | | | | | | | | | | | | | | | |

ROLE VIII - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 121. Formulate criteria for evaluating prospective coop training station | 9 | 8 | 2 | 2 | | 1 | 3 | 17 | | | 10 | 2 | 9 | | 14 | 7 | |
| 121-a. Identify elements of evaluation criteria | | | | | | | | | | | | | | | | | |
| 121-b. Translate the elements into criterion statements | | | | | | | | | | | | | | | | | |
| 121-c. Relate criterion statements to program objectives | | | | | | | | | | | | | | | | | |
| 121-d. Analyze criterion statements for final adoption | | | | | | | | | | | | | | | | | |
| 122. Develop procedure for evaluating prospective coop training station | 9 | 8 | 4 | | | 1 | 7 | 13 | | 1 | 10 | | 10 | 1 | 15 | 5 | |
| 122-a. Recall summarized information obtained from the interview of prospective coop training station sponsors | | | | | | | | | | | | | | | | | |
| 122-b. Explain coop training station evaluative criterion | | | | | | | | | | | | | | | | | |
| 122-c. Relate interview information to evaluative criterion for prospective coop training stations | | | | | | | | | | | | | | | | | |
| 122-d. Discriminate among prospective coop training stations | | | | | | | | | | | | | | | | | |
| 123. Apply coop training station evaluation criteria to prospective training stations | 11 | 7 | 3 | | | 5 | 12 | 4 | | 2 | 8 | 1 | 10 | | 17 | 4 | |
| 123-a. Identify prospective interviewed coop training station sponsors | | | | | | | | | | | | | | | | | |
| 123-b. Recognize procedure for evaluating prospective coop training station | | | | | | | | | | | | | | | | | |

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ROLE VIII - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF INFORMATION | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 124. Select coop training station for individual handicapped learner | 16 | 2 | 2 | | | 5 | 7 | 8 | | | 10 | 1 | 9 | | 16 | 4 | |
| 124-a. Recall all descriptive and assessment data about each individual learner | | | | | | | | | | | | | | | | | |
| 124-b. Distinguish individual learners career objectives | | | | | | | | | | | | | | | | | |
| 124-c. Relate learners career objectives, descriptive and assessment data to the training stations that have met the evaluation criteria | | | | | | | | | | | | | | | | | |
| 124-d. Discriminate between the coop training stations | | | | | | | | | | | | | | | | | |
| 124-e. Organize by priority the selected coop training stations | | | | | | | | | | | | | | | | | |
| 125. Compile orientation information for coop training sponsors | 10 | 8 | 3 | | | 4 | 6 | 11 | | | 7 | 1 | 13 | | 16 | 5 | |
| 125-a. Identify information to be presented to selected coopy training station sponsors | | | | | | | | | | | | | | | | | |
| 125-b. Explain information to be presented | | | | | | | | | | | | | | | | | |
| 125-c. Apply information to identify major topics | | | | | | | | | | | | | | | | | |
| 125-d. Categorize information by major topics for dissemination | | | | | | | | | | | | | | | | | |
| 126. Employ orientation workshop for coop training station sponsors | 3 | 7 | 9 | 2 | | 5 | 15 | 1 | | | 11 | | 8 | | 15 | 4 | 1 |
| 126-a. Recall information for orientation presentation to coop training station sponsors | | | | | | | | | | | | | | | | | |
| 126-b. Translate information into a workshop format | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 127. Develop a training agreement | 10 | 4 | 7 | | | 7 | 13 | 1 | | | 9 | | 12 | 1 | 15 | 5 | |
| 127-a. Identify information to be included in training agreement | | | | | | | | | | | | | | | | | |
| 127-b. Summarize the information included on training agreement | | | | | | | | | | | | | | | | | |
| 127-c. Employ information to establish format of training agreement | | | | | | | | | | | | | | | | | |
| 127-d. Analyze information for specific training agreement statements | | | | | | | | | | | | | | | | | |
| 128. Complete training agreement for each individual handicapped learner | 11 | 6 | 4 | | | 2 | 9 | 10 | | | 10 | 1 | 10 | 1 | 15 | 4 | 1 |
| 128-a. Recall training agreement | | | | | | | | | | | | | | | | | |
| 128-b. Identify individuals needing a training agreement | | | | | | | | | | | | | | | | | |
| 128-c. Explain training agreement to each individual learner | | | | | | | | | | | | | | | | | |
| 128-d. Relate steps in completing training agreement to individual learner, parent, and employer | | | | | | | | | | | | | | | | | |
| 129. Develop training plan | 13 | 5 | 3 | | | 1 | 6 | 14 | | | 9 | 3 | 9 | 1 | 15 | 5 | |
| 129-a. Identify information to be included in training plan | | | | | | | | | | | | | | | | | |
| 129-b. Summarize information to be included in training plan | | | | | | | | | | | | | | | | | |
| 129-c. Employ information to establish format in training plan | | | | | | | | | | | | | | | | | |
| 129-d. Recognize information to fit format design | | | | | | | | | | | | | | | | | |

ROLE VIII - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 130. Compile tasks for selected occupation | 14 | 6 | 1 | | | 4 | 8 | 9 | | 1 | 7 | 2 | 11 | 1 | 17 | 3 | |
| 130-a. Identify occupation placement of a specific handicapped learner by interest and abilities<br>130-b. Summarize occupation into tasks<br>130-c. Relate occupational tasks to occupation placement of a specific handicapped learner<br>130-d. Recognize tasks that can be learned on the job | | | | | | | | | | | | | | | | | |
| 131. Organize training plan for a selected handicapped learner | 13 | 8 | | | | 2 | 10 | 9 | | 1 | 6 | 4 | 10 | 1 | 16 | 4 | |
| 131-a. Recall identified tasks for specific occupation<br>131-b. Explain tasks to training sponsor<br>131-c. Relate tasks to training plan<br>131-d. Distinguish specific information for inclusion on training plan | | | | | | | | | | | | | | | | | |
| 132. Formulate school and coop work schedules with learners, school and training soonsor | 13 | 7 | 1 | | | 2 | 10 | 9 | | 1 | 10 | 2 | 8 | 1 | 17 | 3 | |
| 132-a. Identify time requirements for learner, school and training sponsor<br>132-b. Summarize time requirements<br>132-c. Relate the learner and school time schedules to the training sponsor<br>132-d. Choose most appropriate time schedule | | | | | | | | | | | | | | | | | |
| 133. Familiarize the learner with the coop training station | 15 | 4 | 2 | | | 2 | 10 | 9 | | | 7 | 3 | 11 | | 17 | 4 | |
| 133-a. Recall all information about the learner<br>133-b. Be familiar with the characteristics of the specific coop training station<br>133-c. Explain the characteristics of coop training station based on characteristics of learner | | | | | | | | | | | | | | | | | |

ROLE VIII - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 134. Visit a coop training station | 15 | 3 | 3 | | | 6 | 13 | 2 | | | 8 | 2 | 11 | | 18 | 3 | |
| 134-a. Define the procedure for visiting coop training station | | | | | | | | | | | | | | | | | |
| 134-b. Identify reasons for vising coop training station | | | | | | | | | | | | | | | | | |
| 134-c. Explain the specific purpose of the visit | | | | | | | | | | | | | | | | | |
| 135. Organize an employer-employee appreciation event | 5 | 9 | 6 | 1 | | 2 | 19 | | | | 8 | 1 | 12 | | 14 | 7 | |
| 135-a. Identify steps in organizing the event | | | | | | | | | | | | | | | | | |
| 135-b. Translate steps into school calendar | | | | | | | | | | | | | | | | | |
| 135-c. Apply identified steps according to time table | | | | | | | | | | | | | | | | | |
| 135-d. Recognize follow-up steps to insure success | | | | | | | | | | | | | | | | | |
| 136. Formulate procedure for evaluating learner's experiences at coop training station | 12 | 5 | 4 | | | 1 | 13 | 6 | 1 | | 7 | 4 | 10 | | 18 | 3 | |
| 136-a. Identify elements to be evaluated at the coop training stations | | | | | | | | | | | | | | | | | |
| 136-b. Translate identified elements into an evaluative instrument | | | | | | | | | | | | | | | | | |
| 136-c. Relate evaluative instrument of learner's experiences to selected coop training stations | | | | | | | | | | | | | | | | | |
| 136-d. Analyze evaluative instrument for validity and reliability | | | | | | | | | | | | | | | | | |
| 137. Apply procedure for evaluating individual learner's experiences at a coop training station | 14 | 4 | 3 | | | 2 | 16 | 3 | | 2 | 6 | 2 | 11 | 1 | 17 | 3 | |
| 137-a. Be familiar with procedure for evaluating learner's experiences | | | | | | | | | | | | | | | | | |
| 137-b. Translate evaluative procedure to training sponsor(s) and learner(s) | | | | | | | | | | | | | | | | | |

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ROLE VIII - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 138. Formulate termination procedures for learners in coop training stations | 11 | 6 | 4 | | | 7 | 13 | 1 | | 1 | 6 | 1 | 13 | 3 | 16 | 2 | |
| 138-a. Recall learners training plan | | | | | | | | | | | | | | | | | |
| 138-b. Be familiar with evaluation data of the learner's experiences at coop training stations | | | | | | | | | | | | | | | | | |
| 138-c. Summarize the evaluation data of the learner's experiences at coop training stations | | | | | | | | | | | | | | | | | |
| 138-d. Relate evaluation data of the learner's experiences at the coop training stations to the training plan | | | | | | | | | | | | | | | | | |
| 138-e. Analyze data to assess learners need(s) fulfillment for possible termination from the coop training station participation | | | | | | | | | | | | | | | | | |
| 139. Develop cooperative coordination itinerary | 10 | 5 | 4 | | 2 | 7 | 8 | 4 | | | 8 | 1 | 11 | 1 | 13 | 4 | 2 |
| 139-a. Identify information to be included on itinerary | | | | | | | | | | | | | | | | | |
| 139-b. Summarize information in format design | | | | | | | | | | | | | | | | | |
| 139-c. Use format design to record information | | | | | | | | | | | | | | | | | |
| 139-d. Analyze information weekly | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
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ROLE IX - EVALUATES LOCAL PROGRAM

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 140. Determine components of program to be evaluated | 11 | 10 | | | | 9 | 12 | | | 1 | 13 | | 7 | 3 | 11 | 7 | |
| 140-a. Identify components of program to be evaluated | | | | | | | | | | | | | | | | | |
| 140-b. Recognize the value of program components | | | | | | | | | | | | | | | | | |
| 140-c. Relate the usefullness of the components to program goals | | | | | | | | | | | | | | | | | |
| 141. Develop procedures and techniques for collecting evaluation data | 10 | 10 | 1 | | | 6 | 15 | | | 1 | 13 | | 7 | 4 | 11 | 6 | |
| 141-a. Identify techniques for data collection | | | | | | | | | | | | | | | | | |
| 141-b. Recall components of program to be evaluated | | | | | | | | | | | | | | | | | |
| 141-c. Explain collection techniques in terms of components to be evaluated | | | | | | | | | | | | | | | | | |
| 141-d. Demonstrate effectiveness of collection techniques | | | | | | | | | | | | | | | | | |
| 141-e. Categorize evaluation techniques and procedures according to components | | | | | | | | | | | | | | | | | |
| 142. Prepare evaluation forms and instruments | 10 | 9 | 1 | | | 2 | 18 | | | 1 | 10 | | 9 | 3 | 12 | 5 | |
| 142-a. Recall program components to be evaluated and techniques for evaluation | | | | | | | | | | | | | | | | | |
| 142-b. Recognize appropriate formats for instrument design | | | | | | | | | | | | | | | | | |
| 142-c. Relate appropriate format design to collection techniques and procedures | | | | | | | | | | | | | | | | | |
| 142-d. Categorize instruments and formats according to collection techniques and procedures | | | | | | | | | | | | | | | | | |

ROLE IX - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 143. Determine sources for collection of evaluation information | 8 | 11 | 1 | | | 4 | 16 | | | 1 | 8 | 2 | 9 | 2 | 13 | 5 | |
| 143-a. List potential sources of evaluation information | | | | | | | | | | | | | | | | | |
| 143-b. Recall components of program to be evaluated | | | | | | | | | | | | | | | | | |
| 143-c. Summarize components to be evaluated | | | | | | | | | | | | | | | | | |
| 143-d. Relate evaluation components to potential information sources | | | | | | | | | | | | | | | | | |
| 144. Determine sequential time frame for program evaluation | 6 | 13 | 2 | | | 5 | 16 | | | | 12 | | 9 | 2 | 14 | 5 | |
| 144-a. Recall program components to be evaluated | | | | | | | | | | | | | | | | | |
| 144-b. Indicate possible sequential time frames for evaluation | | | | | | | | | | | | | | | | | |
| 144-c. Relate components to sequential time frames | | | | | | | | | | | | | | | | | |
| 145. Apply evaluation procedures and techniques | 9 | 11 | 1 | | | 3 | 11 | 7 | | | 11 | 1 | 9 | 1 | 16 | 4 | |
| 145-a. Recall evaluation procedures and techniques | | | | | | | | | | | | | | | | | |
| 145-b. Differentiate among procedure and techniques depending on components to be evaluated | | | | | | | | | | | | | | | | | |
| 146. Evaluate program evaluation data | 11 | 9 | 1 | | | 9 | 12 | | | | 11 | 1 | 9 | | 14 | 6 | 1 |
| 146-a. Recall program evaluation data | | | | | | | | | | | | | | | | | |
| 146-b. Summarize evaluation information | | | | | | | | | | | | | | | | | |
| 146-c. Relate evaluation data to stated program criteria (goals) | | | | | | | | | | | | | | | | | |
| 146-d. Recognize discrepancies between evaluation information and goals | | | | | | | | | | | | | | | | | |
| 146-e. Organize evaluation data in relation to program goals | | | | | | | | | | | | | | | | | |

ROLE IX - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 147. Determine program modifications based on evaluation information | 13 | 8 | | | | 2 | 4 | 15 | | | 9 | 1 | 11 | | 13 | 7 | 1 |
| 147-a. Recall evaluation information | | | | | | | | | | | | | | | | | |
| 147-b. Summarize possible program changes indicated by evaluation information | | | | | | | | | | | | | | | | | |
| 147-c. Relate possible modifications to overall program | | | | | | | | | | | | | | | | | |
| 148. Distribute evaluation data | 7 | 11 | 2 | 1 | | 5 | 16 | | | | 11 | 2 | 8 | | 13 | 6 | 2 |
| 148-a. Recall evaluation results | | | | | | | | | | | | | | | | | |
| 148-b. Summarize evaluation data for distribution | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |
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ROLE X - MAINTAINS AND IMPROVES PROFESSIONAL COMPETENCIES

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 149. Be committed to professional organization | 7 | 6 | 8 | | | 2 | 6 | 13 | | 1 | 9 | | 11 | 2 | 15 | 3 | 1 |
| 149-a. Develop an awareness of professional organization | | | | | | | | | | | | | | | | | |
| 149-b. Contribute to the leadership of a professional organization | | | | | | | | | | | | | | | | | |
| 150. Be committed to educational advancement | 11 | 8 | 2 | | | 5 | 6 | 10 | | | 8 | 1 | 12 | 2 | 13 | 6 | |
| 150-a. Recognize educational abilities and limitations | | | | | | | | | | | | | | | | | |
| 150-b. Engage in educational advancement activities | | | | | | | | | | | | | | | | | |
| 151. Examine current trends of the teaching profession | 11 | 7 | 3 | | | 4 | 12 | 5 | | | 4 | 1 | 16 | 2 | 15 | 4 | |
| 151-a. Recognize current trends of the teaching profession | | | | | | | | | | | | | | | | | |
| 151-b. Acquaint self with current trends of the teaching profession | | | | | | | | | | | | | | | | | |
| 152. Feel strongly about participating in local school system meeting | 8 | 8 | 5 | | | 7 | 10 | 2 | 2 | | 7 | 1 | 13 | 1 | 15 | 4 | 1 |
| 152-a. Be aware of local school system meetings | | | | | | | | | | | | | | | | | |
| 152-b. Contribute to the leadership of local school system meetings | | | | | | | | | | | | | | | | | |
| 153. Values enthusiasm for the teaching profession | 13 | 7 | 1 | | | 11 | 7 | 3 | | | 7 | 1 | 13 | 2 | 18 | 1 | |
| 153-a. Appreciate expression of enthusiastic teaching behaviors | | | | | | | | | | | | | | | | | |
| 153-b. Perform professional teaching tasks with enthusiasm | | | | | | | | | | | | | | | | | |
| 154. Values learners as individuals | 20 | 1 | | | | 17 | 4 | | | 1 | 5 | 5 | 10 | 1 | 19 | 1 | |
| 154-a. Be aware of the individuality of each learner | | | | | | | | | | | | | | | | | |
| 154-b. Respond with interest to the individuality of each learner | | | | | | | | | | | | | | | | | |

ROLE X - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 155. Be devoted to honest and fair teaching practices | 18 | 3 | | | | 17 | 3 | 1 | | | 8 | 3 | 10 | 1 | 20 | | |
| 155-a. Recognize honest and fair teaching practices | | | | | | | | | | | | | | | | | |
| 155-b. Comply with honest and fair teaching practices | | | | | | | | | | | | | | | | | |
| 156. Respect learners' ideas and beliefs | 18 | 3 | | | | 18 | 3 | | | | 6 | 6 | 9 | 1 | 19 | 1 | |
| 156-a. Be aware of learners' ideas and beliefs | | | | | | | | | | | | | | | | | |
| 156-b. Respond with interest to learners' ideas and beliefs | | | | | | | | | | | | | | | | | |
| 157. Examine personal mistakes and inadequacies | 16 | 5 | | | | 17 | 3 | 1 | | | 6 | | 15 | 2 | 18 | 1 | |
| 157-a. Be conscious of personal mistakes and inadequacies | | | | | | | | | | | | | | | | | |
| 157-b. Participate voluntarily in efforts to improve inadequacies and rectify mistakes | | | | | | | | | | | | | | | | | |
| 158. Value rapport with and empathy for learners | 20 | 1 | | | | 17 | 4 | | | | 6 | 4 | 11 | 2 | 18 | 1 | |
| 158-a. Be sensitive to the interpersonal relationships with learners | | | | | | | | | | | | | | | | | |
| 158-b. Contribute to the development of rapport and empathy in learner relationships | | | | | | | | | | | | | | | | | |
| 159. Value the importance of displaying courtesy and tact | 13 | 8 | | | | 17 | 2 | 2 | | | 6 | 5 | 10 | 1 | 19 | 1 | |
| 159-a. Appreciate courtesy and tactful behavior | | | | | | | | | | | | | | | | | |
| 159-b. Engage in courtesy and tactful behavior | | | | | | | | | | | | | | | | | |
| 160. Value the importance of being prompt | 17 | 2 | 2 | | | 18 | 3 | | | | 9 | 2 | 10 | 2 | 18 | 1 | |
| 160-a. Appreciate promptness in interaction with others | | | | | | | | | | | | | | | | | |
| 160-b. Accept responsibility for being prompt | | | | | | | | | | | | | | | | | |

ROLE X - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 161. Value dependability in self and others | 18 | 3 | | | | 18 | 2 | 1 | | | 8 | 4 | 9 | 1 | 18 | 2 | |
| 161-a. Be aware of commitments to others | | | | | | | | | | | | | | | | | |
| 161-b. Assume responsibility for meeting commitments | | | | | | | | | | | | | | | | | |
| 162. Value self confidence and poise | 16 | 4 | 1 | | | 18 | 2 | 1 | | | 8 | 2 | 11 | 2 | 17 | 2 | |
| 162-a. Be aware of the effects self confidence and poise have on others | | | | | | | | | | | | | | | | | |
| 162-b. Perform tasks with poise and self confidence | | | | | | | | | | | | | | | | | |
| 163. Value patience, sympathy, and understanding | 17 | 4 | | | | 17 | 4 | | | | 8 | 4 | 9 | 2 | 17 | 2 | |
| 163-a. Listen to others with patience, sympathy, and understanding | | | | | | | | | | | | | | | | | |
| 163-b. Find pleasure in being patient, sympathetic, and understanding of others and/or their ideas | | | | | | | | | | | | | | | | | |
| 164. Value responsible behavior in self and others | 18 | 3 | | | | 15 | 5 | 1 | | 1 | 5 | 2 | 13 | 3 | 16 | 2 | |
| 164-a. Be aware of the advantages of responsible behavior | | | | | | | | | | | | | | | | | |
| 164-b. Engage in responsible behavior | | | | | | | | | | | | | | | | | |
| 165. Value sincerity in self and others | 16 | 5 | | | | 15 | 6 | | | 1 | 5 | 3 | 12 | 3 | 17 | 1 | |
| 165-a. Appreciate honest and genuine behavior | | | | | | | | | | | | | | | | | |
| 165-b. Interact with others in an honest and genuine manner | | | | | | | | | | | | | | | | | |
| 166. Prefer a positive attitude in relationship with learners | 17 | 4 | | | | 15 | 6 | | | | 6 | 5 | 10 | 2 | 17 | 2 | |
| 166-a. Recognize the advantages of a positive attitude with learners | | | | | | | | | | | | | | | | | |
| 166-b. Interact with others in a positive manner | | | | | | | | | | | | | | | | | |

ROLE X - CONTINUED

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 167. Examine personal prejudice | 17 | 3 | 1 | | | 14 | 6 | 1 | | | 5 | 2 | 14 | 2 | 17 | 2 | |
| 167-a. Be conscious of personal prejudice | | | | | | | | | | | | | | | | | |
| 167-b. Accept responsibility of coping with personal prejudice | | | | | | | | | | | | | | | | | |
| 168. Value a sense of humor in interaction with others | 14 | 4 | 3 | | | 17 | 3 | 1 | | | 7 | 1 | 13 | 4 | 16 | 1 | |
| 168-a. Recognize the advantage of a sense of humor | | | | | | | | | | | | | | | | | |
| 168-b. Participate with others in a humorous manner | | | | | | | | | | | | | | | | | |
| 169. Be loyal to democratic principles | 11 | 8 | | | 1 | 15 | 3 | 2 | | | 5 | 2 | 13 | 2 | 17 | 1 | |
| 169-a. Be aware of democratic principles | | | | | | | | | | | | | | | | | |
| 169-b. Participate with learners in a democratic manner | | | | | | | | | | | | | | | | | |
| 170. Value emotional stability in self and others | 18 | 2 | 1 | | | 16 | 4 | 1 | | 1 | 5 | 2 | 13 | 3 | 17 | | 1 |
| 170-a. Be conscious of the characteristics of a stable personality | | | | | | | | | | | | | | | | | |
| 170-b. Display characteristics of an emotionally stable person | | | | | | | | | | | | | | | | | |
| 171. Value a productive working relationship with others | 17 | 4 | | | | 16 | 5 | | | | 9 | 1 | 11 | 3 | 17 | 1 | |
| 171-a. Tolerate the ideas and opinions of others | | | | | | | | | | | | | | | | | |
| 171-b. Cooperate with others to achieve a productive relationship | | | | | | | | | | | | | | | | | |
| 172. Value loyalty in relationships with others | 18 | 3 | | | | 16 | 5 | | | | 7 | 1 | 13 | 3 | 17 | 1 | |
| 172-a. Be sensitive to the characteristics of a loyal person | | | | | | | | | | | | | | | | | |
| 172-b. Display characteristics of a loyal person | | | | | | | | | | | | | | | | | |

139-A

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 173. Value initiative and resourcefulness | 19 | 2 | | | | 4 | 17 | | | | 10 | 1 | 10 | 3 | 16 | 1 | |
| 173-a. Be aware of the advantages of taking responsibility for developing innovative and resourceful ideas | | | | | | | | | | | | | | | | | |
| 173-b. Accept responsibility for developing innovative and resourceful ideas | | | | | | | | | | | | | | | | | |
| 174. Value qualities of leadership in self and others | 15 | 6 | | | | 14 | 6 | 1 | | | 9 | 2 | 10 | 2 | 18 | 1 | |
| 174-a. Be aware of leadership characteristics | | | | | | | | | | | | | | | | | |
| 174-b. Contribute to leader responsibilities | | | | | | | | | | | | | | | | | |
| 175. Value seriousness of purpose | 18 | 2 | 1 | | | 15 | 4 | 2 | | | 7 | 1 | 13 | 2 | 16 | 3 | |
| 175-a. Be aware of the characteristics of contributing to seriousness of purpose | | | | | | | | | | | | | | | | | |
| 175-b. Accept responsibility for exhibiting serious intent | | | | | | | | | | | | | | | | | |
| 176. Value completion of tasks | 18 | 3 | | | | 14 | 6 | 1 | | | 11 | 1 | 9 | 2 | 17 | 2 | |
| 176-a. Be aware of the importance of effective time management | | | | | | | | | | | | | | | | | |
| 176-b. Comply with effective time management for completion of tasks | | | | | | | | | | | | | | | | | |
| 177. Value the ability to influence others in a positive manner | 16 | 5 | | | | 15 | 5 | 1 | | | 10 | 2 | 9 | 2 | 16 | 3 | |
| 177-a. Be aware of the characteristics which facilitate persuasiveness | | | | | | | | | | | | | | | | | |
| 177-b. Accept responsibility for personal persuasiveness | | | | | | | | | | | | | | | | | |

| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 178. Value the ability to use imagination and creativity | 13 | 7 | 1 | | | 14 | 5 | 2 | | | 10 | 2 | 9 | 3 | 17 | 1 | |
| 178-a. Be aware of the importance of imagination and creativity in meeting professional obligations | | | | | | | | | | | | | | | | | |
| 178-b. Find pleasure in being imaginative and creative | | | | | | | | | | | | | | | | | |
| 179. Prefer optimistic viewpoint | 16 | 5 | | | | 16 | 4 | 1 | | 2 | 8 | 1 | 10 | 3 | 16 | 1 | |
| 179-a. Be conscious of the advantage of optimistic viewpoint | | | | | | | | | | | | | | | | | |
| 179-b. Respond in an optimistic manner in interpersonal interactions | | | | | | | | | | | | | | | | | |
| 180. Value the ability to manage interpersonal relationships confidentially | 17 | 4 | | | | 16 | 4 | 1 | | | 8 | 2 | 11 | 3 | 16 | 2 | |
| 180-a. Recognize the importance of confidentiality in dealing with others | | | | | | | | | | | | | | | | | |
| 180-b. Assume responsibility for maintaining confidential relationships | | | | | | | | | | | | | | | | | |
| 181. Develop a philosophy of education | 11 | 8 | 2 | | | 10 | 4 | 7 | | | 9 | | 12 | 4 | 15 | 2 | |
| 181-a. Be aware of a variety of educational philosophies | | | | | | | | | | | | | | | | | |
| 181-b. Acquaint oneself with a variety of educational philosophies | | | | | | | | | | | | | | | | | |
| 181-c. Examine philosophies of education | | | | | | | | | | | | | | | | | |
| 181-d. Identify characteristics of acceptable educational philosophies | | | | | | | | | | | | | | | | | |
| 182. Value ethical standards of professional educators | 13 | 4 | 4 | | | 13 | 3 | 5 | | | 6 | 2 | 13 | 2 | 16 | 2 | |
| 182-a. Be conscious of the ethical standards of the teaching profession | | | | | | | | | | | | | | | | | |
| 182-b. Comply with the ethical standards of the profession | | | | | | | | | | | | | | | | | |







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| COMPETENCIES AND BEHAVIOR | DEGREE OF IMPORTANCE | | | | | FREQ. OF PERFORMANCE | | | | METHOD OF EVALUATION | | | | TIME OF EVALUATION | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 183. Be loyal to school policies and legal regulations | 14 | 6 | 1 | | | 15 | 4 | 2 | | | 10 | 2 | 9 | 2 | 18 | 1 | |
| 183-a. Be aware of school policies and regulations | | | | | | | | | | | | | | | | | |
| 183-b. Comply with school policies and legal regulations | | | | | | | | | | | | | | | | | |
| 184. Examine controversial issues in a professional manner | 9 | 8 | 4 | | | 9 | 8 | 3 | 1 | 1 | 8 | | 12 | 2 | 18 | | 1 |
| 184-a. Be sensitive to controversial issues of professional nature | | | | | | | | | | | | | | | | | |
| 184-b. Respond with interest to important aspects of the issues at hand | | | | | | | | | | | | | | | | | |
| 185. Value making contributions to school and community | 10 | 9 | 2 | | | 9 | 8 | 4 | | 1 | 10 | 1 | 9 | 2 | 13 | 5 | 1 |
| 185-a. Recognize school and community activities to which a personal contribution can be made | | | | | | | | | | | | | | | | | |
| 185-b. Contribute expertise to school and community activities | | | | | | | | | | | | | | | | | |
| 186. Value participation in non-instructional school activities | 9 | 3 | 6 | 3 | | 7 | 10 | 3 | 1 | 1 | 9 | 1 | 10 | 2 | 15 | 3 | 1 |
| 186-a. Be aware of non-instructional school activities | | | | | | | | | | | | | | | | | |
| 186-b. Participate in non-instructional school activities | | | | | | | | | | | | | | | | | |
| 187. Value research activities in education | 8 | 5 | 6 | 1 | | 5 | 8 | 6 | 1 | 1 | 9 | 1 | 9 | 3 | 15 | 1 | 1 |
| 187-a. Recognize the importance of contributions to professional activities | | | | | | | | | | | | | | | | | |
| 187-b. Participate in professional research activities | | | | | | | | | | | | | | | | | |
| ADDITIONAL IDENTIFIED COMPETENCIES | | | | | | | | | | | | | | | | | |